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Modern Tendencies in Manual Training in Public Schools

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It may seem pretentious to speak of the modern tendencies in manual training in our schools as tho this were a single movement, for as we look about us in the different schools in the cities, in the various parts of the United States, we find some teachers doing one thing, some doing another, and still others doing something very different. There seems at first sight, to be little unity of thought running thru it all, and yet if we can only view it in the right perspective, there does appear beneath the surface, a current which seems to give some definite direction to this movement, and we do find certain tendencies which are, to a greater or less extent, common to all.

The first tendency to which I wish to call your attention is that more ways and means are being found to get the pupils to put *thought* and *feeling* into their work. Let me illustrate:

When manual training was first introduced into this country, we had what was known as the Russian system, which was based on a kind of exact, almost mathematical reasoning. The dove-tail joint is typical. Perfection in such work goes hand in hand with very precise geometrical concepts. The next movement in the field of manual training was the introduction of the sloyd work from Sweden. All the models were complete finished projects closely related to the home. They were developed for younger pupils, but they gave us a new idea, that of bringing love and affection and feeling into the work by having it closely related to the real life of the individual. A few years after sloyd was introduced we began to find in the public schools and in the high schools what was spoken of as the American system, in which it was tried to combine both of these ideas together with something else which was new. Thus in the finished glove box—which is perhaps suggestive of the American type—we find the exactitude and geometric training of the Russian system in the joints; in the complete project we find the idea underlying the sloyd, and in the carrying out of this project there is something of method and systematic planning, step by step, which is typical of this American idea which came into the school after the sloyd had been in vogue for some time. The next step was the introduction of something which would call for a greater appreciation of beauty; first of form and outline and later of color and decoration, thus appealing to the esthetic side of the child's nature to increase the interest and opportunity for his putting thought and feeling into his work. There is still necessity for precision; there is still the complete project of the sloyd; there is still an opportunity for planning step by step in this most advanced work; but there is added something more.

This tendency then is that every few years we have been merely adding to what we had before, but in each instance something that is essential.

Next there is the opportunity for correlation of manual training with other subjects in the school courses, and especially the growing tendency toward more intimate re-

lation between manual training and art. An Indian paddle is suggestive of a certain kind of correlation between the manual training and the beginners of American history. A test-tube rack illustrates another kind of correlation between the manual training and elementary science. The making of more elaborate physical apparatus in the machine shop illustrates the same idea. All tend to make the school work more of a unit and, therefore, are helpful where every such correlation does not interfere with the essential purposes of the course.

Another kind of correlation, which is even more effective in helping the pupil to put fine thought into his manual work, is illustrated when the pupil is required to use the principles of the lessons which he has learned in certain of his other classes, before he can obtain the results that he desires in the shop. The handwork class thus becomes, as well, a laboratory class for carrying out some principles in science, mathematics, or drawing; and two things are being accomplished at the same time.

Furthermore, it seems to me that more and more the human side instead of the material side of manual training is coming to the front. The question of how to get a living is being answered by the larger question of how to get the greatest meaning out of life. Manual training is taking its place more and more as a regular part of the school systems of the land, instead of being confined to special manual training schools. The work is given for its educational value because of the powers that may be cultivated thru it and the opportunities which it gives for self expression. This applies to boys and girls alike where the work is no longer given primarily for its utilitarian value. The principal arguments for giving one kind of work to boys and another to girls is removed, and therefore with this greater emphasis on the human side of the educational value of manual training comes, it seems to me, a stronger tendency to treat the boys and girls alike.

Lastly, teachers of manual training seem to be finding a larger and larger opportunity for giving the child a chance to express himself, instead of his teacher, in his work, giving him a chance to do under wise guidance a little something of creative work and creative design. I emphasize the wise guidance, because I believe it is more important that the child should express his *ideals* than his *ideas*; for example, the child can model something which is purely his own fancy; the idea is his own, and yet the work may not all represent his ideals of the kind of work he would like to do. Would it not be wiser for this pupil to carry out something which is suggested to him, if his teacher can give him something which more truly represents the ideal he wishes to strive for? In that case, the work would not represent the pupil's idea, but the result might be a far truer expression of his ideal and a truer expression of himself. The greatest care, therefore, must be exercised, and work which does not represent something true and fine cannot be excused because it is the pupil's own design. Wise guidance is needed in order that the pupil may express the best that is in him.

*Paper read at March meeting of School Crafts Club, New York city.

Emerson as an Educator.*

By PRESIDENT ELIOT, of Harvard University.

In the first place Emerson saw, with a clearness to which few people have yet attained, the fundamental necessity of the school as the best civilizing agency after steady labor, and the only sure means of permanent and progressive reform. He taught that if we hope to reform mankind we must begin with the children; we must begin at school.

There are some signs that this doctrine has now at last entered the minds of practical men. The Cubans and Filipinos are examples of this new policy. The Southern states are to be rescued from the persistent poison of slavery, and, after forty years of failure with political methods, we at last accept Emerson's doctrine and say: "We must begin earlier—at school." The city slums are to be redeemed, and the scientific charity workers find the best way is to get the children into kindergartens and manual training schools.

Since the Civil war a whole generation of educational administrators has been steadily at work developing what is called the elective system in the institutions of education which deal with the ages above twelve. Now Emerson laid down in plain terms the fundamental doctrines on which this elective system rests. He thought that the one prudence in life is concentration; the one evil dissipation. He said: "You must elect your work; you shall take what your brain can, and drop all the rest."

Education used to be given almost exclusively thru books. In recent years there has come in another sort of education thru tools, machines, gardens, drawings, casts, and pictures. Manual training, shop work, sloyd, and gardening have come into use for the school ages; the teaching of trades has been admitted to some public school systems; and, in general, the use of the hands and eyes in productive labor has been recognized as having good educational effects. The education of man by manual labor was a favorite doctrine with Emerson. He saw clearly that manual labor might be made to develop not only good mental qualifications, but good moral qualities.

*Extracts from an address made in connection with the Emerson anniversary.

Improved Collegiate Sport.

Prof. C. M. Woodward, of Washington university, St. Louis, has published an interesting paper on "The Abolition of Gate Receipts in College Athletics." This paper was read at a late meeting in Chicago. After pointing out the corrupting influences of the financial element in college sports, he says: "My contention is, that if athletics are to be allowed to exist at all as a feature of college life, physical training, including a fair proportion of domestic and intercollegiate athletics, should be incorporated into the curriculum. If athletics are not worthy of such recognition they are not worthy of athletic fields and athletic clubs. If intercollegiate contests are not worthy of financial support and effective supervision they ought not to be allowed, and it is the height of inconsistency to adopt eligibility rules which have no bearing, except in the case of intercollegiate contests."

"Under student management athletics have run riot in some institutions, and into serious exaggerations in many. In secondary schools the exaggerations are becoming intolerable. Sporting men and sporting methods are having a bad influence among boys, depreciating intellectual pursuits and degrading morals. I believe that athletics can be restrained within bounds and kept wholesome and altogether desirable, but active, physical training must be required and made universal; intercollegiate games and field meets must be limited in number and improved in character, and all necessary funds must come from the college chest and be accounted for as rigidly as are the expenses of a department of engineering or a museum of art."

Brightening Ghetto Life.

The Educational Alliance is already doing a large amount of work in providing the children of the East Side with interesting and instructive entertainments, but these undertakings are only preparatory for larger things. If all goes well, another year will witness the establishment of a children's theater. Miss Lindner, who arranges the entertainments, is working gradually up to the idea.

The Alliance is constantly busy devising new means for the children's instruction as well as edification. Verses from the poems of childhood, written by Robert Louis Stevenson, Eugene Field, and James Whitcomb Riley, are now being woven into a play called "Child World," and in this the performers will consist entirely of children. The Purim play, religious in character, depicting the life of Esther, has already been given. A Thompson-Seton wild animal play and a presentation of Gillett Burgess's "Goop Book" have also been arranged.

Every Sunday afternoon the Alliance holds children's concerts in the auditorium, admission being one cent. A symphony orchestra of twenty-six pieces, led by a little girl, and including violins, piano, and instruments especially adapted for the entertainment of children, is one of the features.

Another departure of this organization is an arrangement for a series of dramatic performances during next season on a co-operative basis. The plan is to give ten concerts and ten dramas, with the best talent that can be had.

The Schwab Polytechnicum.

In the midst of festivities in which over 20,000 people participated, the C. M. Schwab Free Industrial school at Homestead, Penn., was dedicated on May 16. In presenting the building to the borough Mr. Schwab said:

"The object of this school is to teach that work to boy and girl is ennobling, that to be able to do nothing is disgraceful. We hope that many young people will here develop the latent taste and talent for such things, and, believe me, no course in life offers greater inducements to the future generation. The United States is to be the great industrial nation of the world, and it is a proud position. It is the trained mechanic, chemist, and engineer who will be true leaders in the future of this great industrial country. Hence, persons of exceptional talent and training will be much sought after. And what better locality for such a school than in the Monongahela valley, surrounded by the greatest industrial works in the world."

Addresses were also made by Dr. C. M. Woodward, of St. Louis; Chancellor John A. Brashear, of the Western University of Pennsylvania, and State Supt. Nathan C. Schaeffer, of Pennsylvania.

The building is sixty-two feet wide by ninety-eight feet deep, and three stories high with an attic and basement. The materials are pressed brick, steel, brownstone, and concrete. All the floors are of concrete, and the building is absolutely fire-proof. The engine, a large electric light and power plant, and the ventilating system occupy the greater portion of the basement. Electric power is used thruout the building.

Altho more than a dozen forges are in full operation at one time in the blacksmith shop, scarcely the smell of smoke is perceptible, the fires being blown and the smoke and fumes drawn out by means of the ventilating system.

On the first floor are the chemical and electrical laboratories, and the chipping, filing, and fitting room.

On the second floor are a large lecture-room, and rooms especially designed for mechanical drawing, wood-carving, modeling, wood-turning, and pattern-making.

The departments especially set apart for girls are on the third floor. Here is the art room, where water-color work and crayon drawing are taught. Another room has been fitted up where girls are taught to sew, cut, and fit dresses.

Probably the most interesting department in the entire institution is the kitchen. Girls are taught to do plain baking as well as fancy cooking. The kitchen is provided with the latest improved ranges, broilers, and utensils. In one corner is a dining-room fitted up with the most modern furniture, and here the girls are taught how to set the table properly.

An auditorium seating seven hundred people is placed on the top floor. The course of study has been so arranged that boys and girls can enter this school, where they spend at least half a day each week, and when they reach the high school their studies are so scheduled as to enable them to devote one full day to manual training.

The completed building and equipment cost \$125,000, and Mr. Schwab has arranged for the permanent maintenance of the institution.

The Schools of Zurich.

Zurich is an important center of Switzerland, and the schools of canton and city are in many respects the most wisely governed in Europe. A recent special report issued by Dr. Michael E. Sadler, under the authority of the English education office, gives much interesting information concerning this system. The education of the Zurich child is carefully arranged to lead thru certain definite stages. At the age of four years he may attend a kindergarten, but this is optional and gratuitous. At six the child must go to some school, public or private, altho generally he goes to the public school. All schools, however, are under state supervision. Soon after entering school, the pupil is examined by a physician as to his sight, hearing, mental, and physical condition. For physical defects remedies are applied, and children mentally weak are placed in special classes.

For the first six years in the primary school boys and girls of all social ranks are taught together just as in this country. Promotion is regulated by the teachers, but if parents object to their children being kept back the pupil is re-examined. This is found to have a stimulating effect on both parents and children.

At the age of twelve the parents may select the next course of training, suited either to the child's ability or their own circumstances in life. The pupil may then be sent to a gymnasium or high school, or the higher grade school, or to higher classes of the primary school. At some one of these he must remain until he is fourteen and becomes exempt. In the gymnasium he must study Latin, in the grade school French. In the primary classes only the native language is taught.

At the age of fourteen the child may leave school altogether, or may go on attending the gymnasia or industrial schools. In these schools tuition fees are charged, the principle thrust being that when education is compulsory, it should be free, but when compulsion ceases education should be paid for.

Every encouragement is given to young persons of ability and taste for learning, to pursue their studies. This is one of the great features of the educational system thruout Switzerland. In fact so thoroly co-ordinated are the various branches of the system that really deserving students may easily go from the lowest ranks of the elementary schools to the university. But at the same time the schools are so organized as to eliminate the incapable and the indolent.

School administration is thoroly systematized. At the head is the council of education, consisting of seven members, including the minister of education. Under it are district school boards, each of nine members, three of whom are elected by the teachers and the rest by the general assembly of the district. Besides there are parish school boards of at least five members elected by the parish electors for three years. One of these is required to visit each of the schools twice a year.

In addition to these administrative bodies there are consultative meetings of teachers. These are found

useful in eliciting practical suggestions about the inner working of the schools, which are laid before the council of education. Then there is the teachers' synod, which includes teachers of every grade of primary and secondary schools and representatives of the university. In addition there is a school chapter for each district, formed of the resident teachers.

In many points the school system of Zurich is leading the way. Such are the establishment of mountain homes for weak or anaemic children, holiday camps, and the removal of children from the custody of well-known thieves and habitual drunkards, at the expense of the parents, to institutions or private families.

The Swiss place "Biblical history and morals" in a prominent place in the curriculum, altho attendance upon the instruction is not compulsory. The teaching is required to be undenominational. During the first six school years the religious instruction is given by the teachers; but in the seventh and eighth by the clergy of the parish. There is not the slightest indication of any desire to secularize the schools, as in France and Belgium.

Nature Study.

By FRANK TATE, M.A., Director of Education for Victoria, Australia.

[Report.]

The best syllabus is that which recognizes that the best work can be done in a school when the school interests of the child and his life interests are brought very close together. That does not mean the same kind of syllabus for the boy in Mildura and in Collingwood as for the boy in Croajingolong and in Warrnambool. It means this, that, so far as possible, the subject-matter with which the teacher works shall be taken from the ground on which the child stands. You will find when you see the program of the first class that, instead of giving a child in the Mallee, lessons on glue or rope or candles (they're all very interesting to teachers) the kind of object-lesson work he will do will be the nature study of the plants and animals that he has been familiar with ever since he picked his first flower as a toddler of two years, and you will be asked to give him eyes and ears so that he can respond to what is about him.

You will recognize the pedagogic rule to "take the child from his own ground and lead him out from that," and, instead of having two or three boys under every jacket, you will only have one, if you make education a real thing. At present there are two boys under every jacket—the active, healthy boy, the tree-climbing boy, who explores nests, and who could be interested so vitally in all nature craft, but he is generally left outside the school; and inside you have the smug young lesson-learner and examination-passer, who doesn't know anything at all about these things, but who is the joy of his teacher and the best boy in the school. You often find the God-given naturalist of the next twenty or thirty years the phenomenally dull boy of the school. One reason is that he is left outside.

The key of the new program will be found in this, that there may be an attempt to link together, as far as possible, the school interests of the child with his life interests. As Kipling says, "Let a fellow sing of the little things he cares about"; and let us bring these into the school. From the one subject, Nature Study, I expect to see great consequences. It will be possible to make the work of the first class center round this subject, and the subject-matter of the reading, writing, composition, and (possibly) poetry and singing, may all be suggested by the observation work done by the eager, interested children.

The Annual Summer Number of THE SCHOOL JOURNAL will be published under date of June 27. It will be by far the most attractive one ever issued. The newer phases of educational endeavor will be described and illustrated in it.

The Lowell Training School.

In certain respects, the work done in the Lowell, Mass., training school is unique. It is in all respects progressive, interesting, and worthy of study. Its success in fitting young women to be capable teachers is due partly to favorable conditions, but largely to the earnest, tireless efforts of Miss Gertrude Edmund, the principal.

"Lowell is one of the few cities in the country where the appointment of teachers for the day schools is entirely out of politics, and where merit, and merit alone, decides as to whether a teacher is qualified to fill a place in the public schools."

The credit for this state of affairs is largely the result of the stand taken by the chairman of the teachers' committee, a member of the school board for the past nineteen years. There is probably no other member of a school committee in this country who has manifested more loyalty and devotion to the best interests of the public schools than has Andrew G. Swapp, of Lowell. A New England man, of Scotch ancestry, he possesses the courage of his convictions, and wisdom and tact in the management of public affairs. Altho a popular man with both political parties and constantly urged to accept the nomination for a more prominent city or state office, he has put aside these tempting offers and asks only to serve the interests of the schools of his native city.

In his efforts to keep the schools out of politics Mr. Swapp has been ably seconded by the president of the board, Mr. Willard Everett, a Yale graduate and an earnest advocate of the college-trained teacher for the elementary as well as the high schools. As Mr. Everett is soon to leave the city to take charge of large business interests elsewhere the school will lose one of its staunchest and most progressive supporters.

As the third member of the teachers' committee, Mr. Dennis Murphy, is a man of ability and moral convictions, it has been possible for the school to maintain its high standard against the fierce opposition waged by the politicians and people interested in the lowering of the requirements for admission to the teaching force of the city.

The training school was opened in 1889, in order to take the appointment of teachers out of politics. At first only Lowell girls, high school graduates, were allowed to take the examinations, and the course was but a year and a half. In the second stage of evolution the course was lengthened to two years, and in June, 1900, the requirements were raised so that only graduates of the Lowell Normal school, and Lowell women who had been graduated from colleges of the first class, were admitted in September, 1900. In June, 1901, the rules were further amended so as to include graduates of any normal school who succeeded in passing the entrance examination, and college graduates (not limited to Lowell or New England).

Owing to the large number of applicants, normal graduates are asked to take an examination in the common branches of study, such examination being conducted by the superintendent of schools and the supervisors of music and drawing. The final test is made by the faculty of the training school. The applicant is passed upon as to personality and ability to teach a class in a primary or a grammar school. Such examination enables the faculty to weed out undesirable applicants, even tho they may pass the scholarship examination, and, by limiting the number, allows more opportunity for thoro training.

Owing to the number of applications from among the college graduates for 1903, it is probable that some examination will be necessary in order to limit the number of college women who wish to supplement their purely academic work with a course in professional study and training.

The course of study comprises one year's work in pedagogy and actual charge of a room in the practice school. From nine to ten in the morning the practice teachers assemble in the class-room for their daily instruction from the principal, and the supervisors take their places in the

grades. Owing to the demand from the parents that their children be allowed to carry dinners to their relatives in the mills, the schools are excused soon after eleven, and the remainder of the regular school hour is devoted to further class instruction by the supervisors.

The course in pedagogy includes lessons from the educational reformers of the past, the present state of educational progress, relations existing between the primary, the grammar, and the high school grades, stages of child development from the kindergarten upwards, intellectual and moral phases of child life, tests for physical characteristics and weaknesses, means of correcting evils as far as they lie under the teacher's conscious control, methods of teaching, and studies in artistic expression. The various studies of the elementary schools are illustrated by practical lessons given by the principal and supervisors.

For three years, an art course, conducted by Miss Irene Weir, of Boston and Brookline, was open to students and graduates of the school. This course laid the foundation for the future work in designing, which has become so prominent a feature of the school. Nature has been used as a means for suggesting an infinite variety of new, original, and beautiful combinations. There are great possibilities along this line, and as Lowell is a manufacturing town it is hoped that the work of the public schools may lead to broader avenues in textile work and design.

During the past year a course in literature and dramatic expression has been given by Prof. Delbert M. Staley, of the School of Expression, Boston. The training school holds that the teacher should not only possess considerable acquaintance with good literature, but she should be able to render the great passages lovingly and inspiringly with the voice. For it is largely the beauty, force, and rhythm of sound that make for literary expression, especially in poetry. Training in expression not only develops flexibility and control of the voice, but the power of facial expression which is of even more value than the voice in the management of a school.

The lecture courses have included such speakers as Miss Estelle Reel, Dr. W. W. Stetson, Dr. F. A. Hill, Dr. A. E. Winship, Dr. Henry Houck, Mr. Ossian Lang, Mr. F. A. Fitzpatrick, Mr. Frederick Manley, Prof. W. S. Monroe, Inspector Henry Holman of England, and Prof. Earl Barnes.

The practice school comprises all the grades of the elementary schools. There is no kindergarten, but the practical features of the Froebelian system, modified to suit conditions in the American schools, are incorporated into the work of the primary school. As far as possible each teacher has a separate room which may be closed against unnecessary intrusion and interruption of any kind.

The faculty of the school believes that lesson-giving is by no means the most important part of the teacher's work, but that the power to arouse and develop the moral elements, to get into sympathy with the children, to get a strong hold on their inner life and strengthen the moral character so that it becomes self-poised and self-controlled is far more than ability to give good lessons. This can only be done when the harmony without answers the harmony within, when deep calleth unto deep. They also believe that the simplicity, spontaneity, rhythm, poetry, originality, life, and action of the child should not be destroyed by the teaching, but be allowed to grow and bless adult life.

The principal and supervisors outline the work of the school, see that all parts are suitably related, and that the work is accomplished, furnishing such aid as may be necessary to keep any grade up to its proper standard of efficiency. They are observers and helpers rather than superior teachers and fault finders, ever mindful that their work is to build up and strengthen rather than to tear down and destroy.

One of the special features of the practice school is the care given the physical condition of the children. The pupils have been carefully examined as to eyes, ears, teeth, and

nervous system. In several cases of defective vision, when parents were too poor to purchase glasses, the city has provided them. In three instances during the past two years, deafness and stupidity have been traced to adenoid growths. When these have been removed the children have made as good progress in their classes as other pupils. Considerable attention is given to the care of the teeth; a special study is made of children suffering from some pathological condition of the nerves, and treatment has been accorded them.

The child is given considerable opportunity to study natural objects in their proper environment. Our feeling

highest on the primary or the grammar list is the first to be sent out to substitute in primary or grammar work and the first to be elected to a permanent place in these schools.



GERTRUDE EDMUND,
Principal, Lowell Training School.

towards particular objects depends upon our contact with them, upon our experience, and our attitude towards nature is so much a matter of association that the school endeavors to bring the children into contact with nature in such a way that the thoughts and feelings associated with them shall give pleasure.

When graduated from the school the teachers are ranked by the faculty as to character, ability to teach, and scholarship.

The substitute work is entirely in the hands of the principal of the training school, and the teacher ranked



Office, Lowell Training School.

In the high school work the rule is slightly modified, providing for the appointment of a teacher in the department of physics, who has specialized along such lines, rather than one who has made a special study of Latin and Greek.

As the city asks no tuition but pays each young woman \$300 for her year's work, it is needless to add that the school is able to receive but a small percentage of the large number of normal applicants and the young women who have applied for admission from such colleges as Wellesley, Smith, Boston university, Vassar, Bates, Barnard, Cornell, and Chicago universities.

Miss Gertrude Edmund, principal of the training school, is a woman of broad education, and is well known thru the country as a speaker and institute instructor. She received her education at the Geneseo, N. Y., State Normal school and New York University School of Pedagogy, and she also studied at Cornell and Clark universities. She began her teaching in a district school in western New York. Later, she went West, where she became principal of a high school, taking charge herself of the mathematics department. After a course of study in New York university she became instructor in pedagogy in one of the Pennsylvania state normal schools.

In her present position as principal of the Lowell training school Miss Edmund has charge of a grammar and primary building. She gives five hours of instruction in pedagogy each week to the college and normal graduates who compose the training school classes. She also supervises their teaching in the training school, and, to some extent, in the city schools.

Miss Edmund has lectured in nearly every state in the Union. She has been a state director of the N. E. A., vice-president of the American Institute of Instruction, vice-president of the Massachusetts State Teachers' Association, and president of the New England Training School Council.



Class of 1903, Lowell Training School.

New York City Course of Study.

The new course of study as adopted for use in the public schools of New York city is given here complete.

Grade 1A.

English.—Composition—Conversation and oral reproduction. Penmanship—Free-arm movements; copying. Reading—Short sentences and paragraphs; reading to the pupils; ethical lessons; sounds of letters; use of library books. Memorizing—Prose and poetry.

Nature Study.—Animals—Common animals. Plants—Flowering plants; fruits and vegetables.

Physical Training and Hygiene.—Physical training—Gymnastic exercises and games. Hygiene—Simple talks on cleanliness and on correct habits; effects of alcohol and narcotics.

Mathematics.—Oral—Reading to one hundred; counting; addition tables, 1's, 2's; measurements and comparisons; problems. Written—Integers of one order.

Drawing and Constructive Work.—Free-hand representation of objects, simple illustrative drawings; constructive work with applications of decorative design; color; study of pictures.

Sewing and Constructive Work.—Cord work—Simple knotting; applications.

Music.—Simple rote songs; the scale taught as song; scale relations in simple form; tone relations and accent developed from songs; simple melodic exercises in tone relationship by imitation and by dictation.

Grade 1B.

English.—Composition—Conversation and oral reproduction. Penmanship—Free-arm movements, copying, practice by pupils in writing their own names. Reading—Phonic exercises, sentences and paragraphs read from the blackboard and readers; reading to the pupils; ethical lessons; use of library books. Memorizing—Prose and poetry.

Nature Study.—Animals—Common animals. Plants—Flowering plants, fruits and vegetables. Natural phenomena—The weather.

Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.

Mathematics.—Oral—Reading to one hundred; counting; addition tables, 3's, 4's; subtraction within the tables; increasing and decreasing integers of two orders by 1, by 2, by 3, by 4; measurements and comparisons; problems. Written—Integers of two orders; addition and subtraction.

Drawing and Constructive work.—Freehand representation of objects, simple illustrative drawings; constructive work with applications of decorative design; color; study of pictures.

Sewing and Constructive Work.—Cord work; double knotting and looping; applications.

Music.—Rote songs—Exercises in tone relationship by oral and visible methods of dictation, tone relations and accent developed from songs, recognition of tone relations by the ear, development of rhythmic sense thru the medium of song.

Grade 2A.

English.—Composition.—Conversation and oral reproduction; sentences written from copy. Penmanship—Free-arm movements; writing from copy. Reading—Phonic exercises; reading from the blackboard and readers; reading to the pupils; ethical lessons; use of library books.

Spelling—Familiar words. Memorizing—Prose and poetry.

Nature Study.—Animals—Common animals, including insects, Plants—Flowering plants, fruits and vegetables, common trees.

Physical Training and Hygiene.—Physical training.—Gymnastic exercises and games, and correct hygienic habits. Hygiene—Dietetics; care of teeth; effects of alcohol and narcotics.

Mathematics.—Oral—Reading to one thousand; Roman numerals to XII; counting; addition tables to 9's; subtraction within the tables; increasing and decreasing integers of two orders by integers of one order; measurements and comparisons; fractions; problems. Written—Integers of three orders; addition and subtraction; problems.

Drawing and Constructive Work.—Freehand representation of objects; simple illustrative drawings; constructive work with application of decorative design; color; study of pictures.

Sewing and Constructive Work.—Cord, raffia and sewing; buttonhole looping; fancy knotting; coarse stitches on canvas; applications.

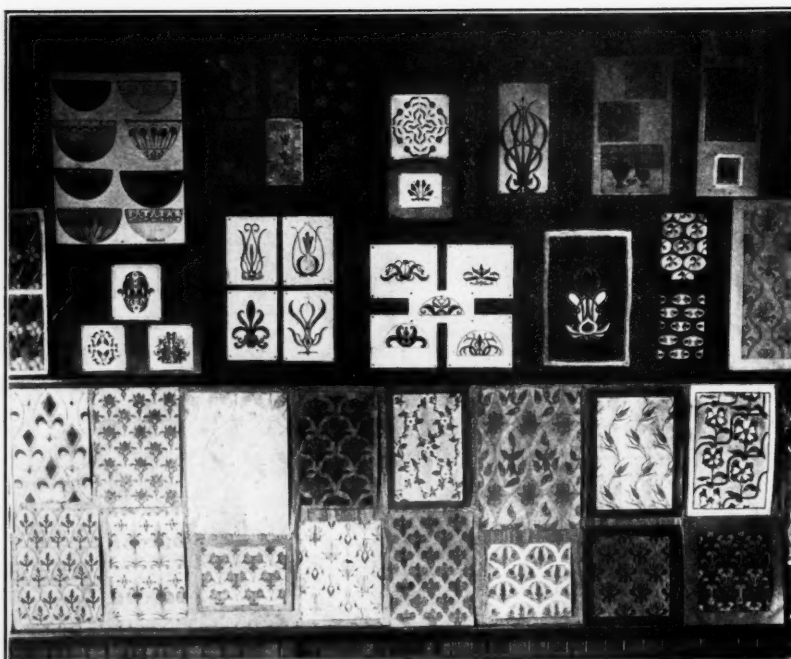
Music.—Rote songs; tone relations and accent developed from songs as in 1A and 1B; exercises in tone relationship by oral and visible methods of dictation, and recognition of tone relations by the ear; rudiments of staff notation; recognition of two-part and three-part measure, applying measure words, "loud, soft, loud, soft," with the use of quarter-note, half-note, and corresponding rests; simple exercises in two voice-parts.

Grade 2B.

English.—Composition—Conversation and oral reproduction, sentences from copy and dictation. Penmanship—Movement exercises, writing from copy. Reading—Phonic exercises; reading from readers and other books; reading to the pupils; ethical lessons; use of library books. Spelling—Words from the lessons of the grade. Memorizing—Prose and poetry.

Nature Study.—Animals—Common animals, including insects. Plants—Flowering plants, fruits and vegetables, common trees, Natural phenomena—Water and its forms, states of the air, the rainbow, the sun, stars and moon, winds, clouds, and storms.

Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.



Original Designs worked out by the pupils of the Lowell, Mass., Training School.

Mathematics.—Oral—Reading to one thousand; Roman numerals to XX; counting; addition and subtraction; multiplication tables to 5×9 , division within the tables; measurements and comparisons; fractions; problems. Written—Integers of three orders; addition and subtraction; multiplication and division by 2, by 3, by 4, by 5; no remainders in division; problems.

Drawing and Constructive Work.—Free-hand representation of objects; simple illustrative drawings. Constructive work with application of decorative design. Color. Study of pictures.

Sewing and Constructive Work.—Cord, raffia, and sewing; advanced knotting and tying; elementary stitches on canvas; applications.

Music.—Rote songs; exercises in tone relationship as in previous grades; rudiments of staff notation; recognition of four-part measure, applying measure words; exercises in two-voice parts, with independent melodic and rhythmic progressions; singing of simple melodies at sight.

Grade 3A.

English.—Composition—Oral reproduction; sentences and paragraphs constructed; paragraphs and stanzas from copy and dictation. Penmanship—Movement exercises; writing from copy. Reading—Phonic exercises; reading from readers and other books; reading to the pupils; ethical lessons; use of library books. Spelling—Words from lessons of the grade; abbreviations. Memorizing—Prose and poetry.

Nature Study.—Animals—Various types of animals, including cold-blooded animals, birds, and insects. Plants—Flowers, fruits, vegetables, and trees.

Physical Training and Hygiene.—Physical training—Gymnastic exercises and games, and correct hygienic habits. Hygiene—Clothing, play, posture; effects of alcohol and narcotics.

Mathematics.—Oral—Reading to 10,000, Roman numerals to C, ordinals; counting, addition, and subtraction, multiplication tables to 9×9 , division within the tables, one-half to four-fifths of numbers within the tables, measurements and comparisons, problems. Written—Integers of four orders, dollars and cents; addition and subtraction, multiplication and division by integers of one order, problems.

Drawing and Constructive Work.—Free-hand representation of objects, exercises illustrative of other branches of study, simple constructive work from drawings, decorative design and its application; color, study of pictures.

Sewing and Constructive Work.—Cord, raffia, and sewing; simple braiding, sewing of seams, applications.

Music.—Rote songs appropriate to the grade, more advanced exercises in voice training, tone relationship, study of the keys of E flat, D and C, with their signatures, introducing pitch names; sight singing from the book, avoiding the use of singing names as far as possible; singing in two voice parts with equal range, rounds and canons, writing of symbols used in notation.

Grade 3B.

English.—Composition—Oral reproduction, sentences and paragraphs constructed, paragraphs and stanzas from memory or dictation. Penmanship—Movement exercises, writing from copy. Reading—Phonic exercises, reading from readers and other books, reading to the pupils, ethical lessons, use of library books. Spelling—Words from lessons of the grade, abbreviations. Memorizing—Prose and poetry.

Nature Study.—Animals—Various types of animals, including cold-blooded animals, birds, and insects. Plants—Flowers, fruits, vegetables, and trees. Earth Study—Land and water forms in the vicinity; soil, metals, and minerals; direction and distance, points of the compass. Natural phenomena—The sun, effects of heat and cold on water, on the soil, on plant and animal life, changes of season.

Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.

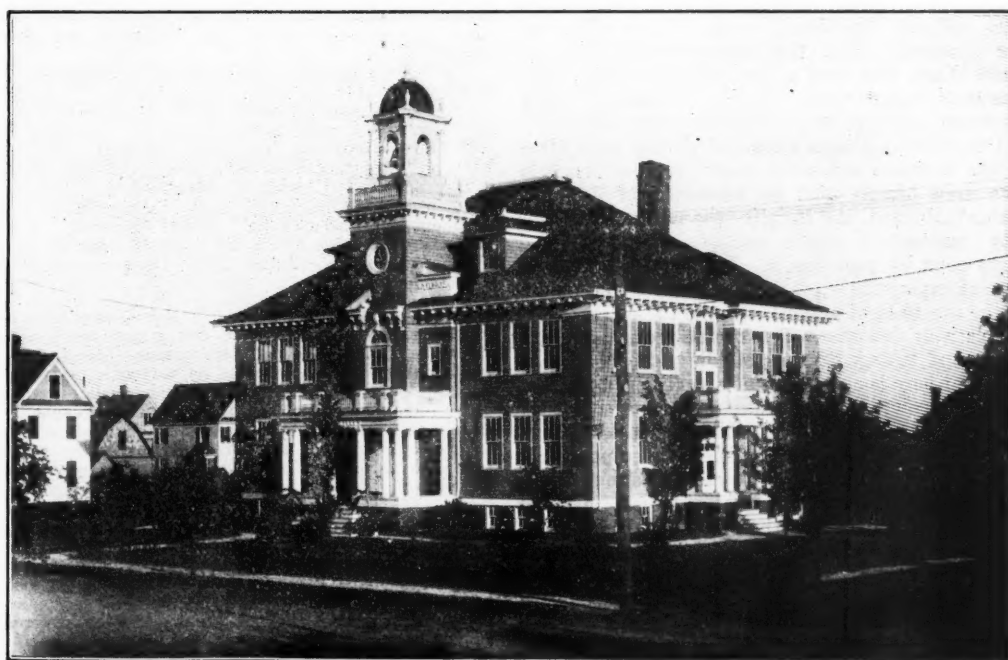
Mathematics.—Oral—Reading to 10,000; Roman numerals to M.; counting; the four operations; multiplication tables; one-half to five sixths of numbers within the tables; changing fractions to equivalents; measurements and comparisons; problems. Written—Integers of four orders; the four operations; one-half to five-sixths of integers; changing fractions to equivalents; addition and subtraction of fractions; problems.

Drawing and Constructive Work.—Free-hand representation of objects, exercises illustrative of other branches of study; simple constructive work from drawings, decorative design and its application; color; study of pictures.

Sewing and Constructive Work.—Weaving and sewing, instruction on fibers and textiles, applications.

Music.—Rote songs appropriate to the grades; sight singing applied to easy songs in place of exercises; study of the keys of F, G, and B flat, with their signatures; six-part measures in slow tempo; study of the divided beat; introduction of sharp-four; writing from dictation melodic scale progressions in short phrases.

(To be concluded next week.)



Cedarhurst Public School, entered for the Wadsworth Prize.—James S. Cooley, School Commissioner, Glen Cove, N. Y.

Notes of New Books.

Our Middle Schools.

All persons who are interested seriously in the history of our people will readily agree that the record of the progress of culture in America is sadly deficient. And I think that nearly all persons who are interested in our history will agree that the record of that formal culture which we call education has scarcely begun to be made. We Americans are by no means introspective philosophers; we are not anxious to know who we are by knowing something of whence we came. On the contrary we are a forth-looking and forth-stepping race. The wife of Lot is seldom seen among us.

And yet in the footnotes, appendices, and indeed main text of Professor Elmer E. Brown's recently published account of *The Making of Our Middle Schools* there is abundant evidence that the material in inexhaustible supply is at hand for a competent and complete record of educational progress in America since the beginning. The reason why we Americans are not historians, philosophers, and psychologists is in no wise the paucity of materials. It lies in an essential carelessness of the past, of ourselves, of the man-that-is-to-be. We are workers. We are objective. We live to do and to make things. Consequently it will be very difficult, practically impossible, to persuade any considerable number of American teachers to study with Dr. Brown in his book the course of the development of our Middle Schools. Our teachers are living in the present month in their own class-rooms. Next September is too far away for anticipation: Christopher Wase's little book on *Free Schools in England, 1678*, is too far away for recollection. Let us be practical, and do the things that are now to be done.

To me the amazing thing is that this practical American spirit, unhistorical, unheeding, unforeseeing, has nevertheless wrought on the whole so well. And yet I cannot persuade myself that the saying of Jesus, "Sufficient unto the day is the evil thereof," should be broadened into a saying, "Sufficient unto the day and to all time are the good and evil of the day." "Now is the accepted time": before and after are nothing. Whether true or false, these sayings fairly represent the American and one of his ideas. Andrew Jackson, indubitably a true American, said this sort of thing frequently.

Notwithstanding all this, I have a notion, which may be fanciful, that America owes to scholarship far more than the ordinary American dreams. I notice, by way of mere illustration, that the famous lawyer-preacher, Nathaniel Ward, who drew up the ever-memorable, eternally valuable Massachusetts "Body of Liberties," was a great scholar, and that all the Revolutionary worthies,—James Otis, Samuel Adams, Thomas Jefferson, John Hancock—who in season and out of season preached liberty in America drew heavily upon the scholarship of England, Switzerland, Holland, and Italy for the substance of their weighty sayings. I might multiply instances; and drown my point by muddling it. The point is this, that the lamp of experience is ten thousand candle-power shining as the sun to light nations into the future.

The relatively few who will take the trouble to earn the money and to buy Brown's Middle Schools will at once see that here is a new kind of a book. Painstaking, clear at every point, comprehensive, important this book unquestionably is. A big book, solid, compact, authoritative, with a message: such it is. It is no provincial book, but a national one with the correct idea that American nationality is essentially cosmopolitanism of mind with patriotism of heart. With eighty pages of bibliography, statistics, and index, this treatise will stand as a work done and finished. This particular thing will not need to be done again until the American people have advanced to another and higher viewpoint.

There is a problem to-day for the middle schools. Standing as they do between the elementary and the tertiary (university) education, the secondary schools bear

the brunt of the battle for truth and yet more truth. The mob with its big voice, growing bigger every hour, is against the high school. The individual, growing ever more precious in his own eyes and in those of prophet, statesman, educator, sees in the secondary school a nursery of adolescent genius. We must not only save the middle school: we must improve, enlarge, multiply it. And this we are doing. If a boy can go to school but eight years, choose for him not the years from five to twelve or even seven to fourteen, as does the modern state assemblyman (whose age averages scarcely twenty-seven years), but choose the eight years from ten to seventeen or twelve to nineteen. In a free democracy we can get the boy for these critical, prophetic, soul-building years only by making the high school long, good, wide, and free.

In a book without eloquence in which every page, paragraph, and phrase tells the truth and for the truth, a book that impresses one as concrete philosophy, not the style but the thought impresses the reader. Easily the first book that recites the history of any department of American education, "Brown's Our Middle Schools" will rapidly find a way to where it belongs, in the libraries of true historical scholars and of teachers whose teaching in secondary schools is their life as well as their present livelihood.

(Longmans, Green & Company, N. Y., 1903., pp. 547. Octavo. Well printed.)

Bloomfield, N. J. SUPT. WILLIAM E. CHANCELLOR.

The volume on *Co-Education*, edited by Alice Woods, is just published by Longmans, Green & Company. As Miss Woods says in the preface, the plan of educating boys and girls together is taking hold of the English nation. The volume is the outcome of a trip made by her to various parts of England in order to see what was being done for the advance of co-education in secondary schools. The plan of the book is to get workers to record their experiences, each writer taking up what is of most interest to him or her.

The introduction is by Michael Sadler. In the course of his remarks he says that co-education of little boys and little girls, if carried on under very favorable supervision and in suitable surroundings, seems beneficial beyond dispute. But he still feels that to some extent in day schools and to a very much greater degree in boarding schools, the co-education of boys and girls is likely to prove, as a rule, less desirable in its results than a course of co-education up to, say, twelve or possibly thirteen, followed by some years in separate schools with rather different courses of study. But, evidently exceptions must be allowed for, and temperaments and dispositions differ, both among teachers and children. Again, social conditions vary very much in different countries, and often in different parts of the same country, and social conditions always affect educational arrangements deeply, and in turn we are affected by them.

The volume includes articles by J. H. Badley on "Some Problems of Government in a Mixed School;" Cecil Grant, on "Idleness and Co-Education;" Alfred Perks, on "Impressions of a Convert to Co-Education;" Caroline Herford on "Thirty Years in a Day Co-Educational School;" C. E. Rice, on "Practical Solutions of Co-Educational Problems in a Day School;" Charles J. Mansford on "The Personal Element in Joint Schools;" T. C. Warrington, on "An Experiment in Co-Education;" Arthur Sidgwick, on "Mixed Secondary Schools; From the Point of View of an Examiner," and Alice Woods, on "The Dangers and Difficulties of Co-Education."

Alfred Ollivant, the author of "Bob, Son of Battle," has written another book about a dog which bears as a title the name of the little sad face canine *Danny*, whose portrait appears on the cover and as a frontispiece. Danny is an inmate of the household of a Scotch laird, among the other members being, the queer old housekeeper, Deborah Awe, and a queerer old henchman, Robin Crabbe. The hate of these three crochety individuals for Danny was quickly turned to adoration of a very senseless and unreasonable sort. In spite of this devotion to him, however, Danny meets a tragic end. The laird hates three things—murder, treachery, and a lie, and the reader knows, from the frequency with which Danny is accused of killing chickens, that he is doomed to an unjust sentence of death. He is caught apparently red-handed, but the laird could not withstand the look of his loving, beseeching eyes and the sentence is commuted to banishment. When it is too late and the dog has committed suicide by eating poisoned bait, his blamelessness is proved beyond a doubt, and then it is the laird's turn to die of a heart torn with remorse. (Doubleday, Page & Company, New York. Price, \$1.50.)

The Cause of the Glacial Period, by H. S. True, M. D. This book contains much valuable information and many useful and practical hints for students of geology. The growth and development of worlds no doubt took place gradually as a rule, but catastrophes also occurred, as volcanoes, earthquakes, and other phenomena, one of the greatest of which was the Ice Age, or Glacial Epoch, as it is called. There is no question as to the fact that there was such an age. It only remains to account for the causes that brought it about. Many theories have been advanced for this purpose:

1. The Astronomical Theory. That the solar system in its course in space passes thru cold belts.

2. The Equinox Theory. That the winter of the northern hemisphere of the earth corresponds with the aphelion in about 10,000 years. At present the earth is in perihelion in winter.

3. Elevation Theory. That parts of the earth's surface, especially in North America, were gradually elevated till the ice slid down and then the surface gradually subsided to nearly its present condition.

4. The Sun Theory. That the sun cooled down at times and gave off less heat than at present.

5. The Water Theory. That the water collected near the poles and caused huge boulders and icebergs to float away.

6. The Electric Theory. That the electric condition of the air at one time was such as to create extreme cold.

7. The Carbonic Acid Theory. That the air formerly contained much more carbon than at present. This Carbonic Acid served as a warm blanket covering for the earth till used up in the vegetation of the Carboniferous Age. Then came the extreme cold.

8. The Combination Cause Theory. That several of the above named causes and perhaps others not yet understood combined to produce the Ice Age.

9. The Toppling Over Theory. This is the theory advanced by Dr. True in the book above mentioned. The doctor thinks that the ice accumulated to such an extent in northern North America as to cause the pole to sway from its usual position and thus to bring the polar regions more nearly to the present position of the equatorial regions. This would, of course, cause a rush of water toward the North Pole, would melt and carry away the vast accumulations of ice and boulders, and in this way we can, not only account for the glacial effects in North America and elsewhere, but also for the remains of mastodons and other large animals found in the ice of Asiatic Siberia. (Robert Clark & Company, Cincinnati. Price, \$1.00.) C.

Botany all the Year Round: A Practical Text-book for Schools, by E. F. Andrews, High School, Washington, Georgia. — Here at hand is a fresh book upon a new and improved plan. Recognizing the fact that pupils should enter upon a course in any science at the beginning of the school year, the author begins with the study of exactly the part of the plant which then forces itself upon the attention, the leaves and fruit. The leaves are studied both for their form and structure, and to leave their functional importance to the plant. The pupils are set to try certain easy but decisive experiments which show transpiration and the separation of carbon dioxide, thus making clear the use of the leaves as the active organs of digestion. Then the fruits are dissected showing how the fleshy part is the modification of the end of the branch and serves as a protection and carrier of the seeds. The study of the stem in its structure, manner of growth, and functions occupies the winter season, when, in many sections the trees alone can furnish laboratory material. The flower, with its parts and functions, comes last. The spring is the most appropriate season for the study of the flowers, as they then attract attention on every hand. The whole plan is unusually good and is admirably executed. (American Book Company. Price, \$1.00.)

The Arts of Life. Of Education, with appended addresses on "The Scholar," and "The College of To-day," by Richard Rogers Bowker. — The first of this series of addresses treats of the elements which enter into true education. According to the author, this is such a leading out of the powers native to the mind as gives the best ability, and it culminates in the culture which gives sweetness and light. The second details the elements of the true scholar, distinguishes him carefully from the great array of smatterers, and accords him his true place in modern society. He is to be the leader who shall develop knowledge into wisdom, and, acting with true humility, shall do his part in elevating the masses to a higher plane of citizenship.

The most important of the addresses is the essay in the form of a pretended address upon the college. The author grasps the true function of the college as distinguished from the school on the one hand and the university on the other, namely, to develop the well-rounded gentleman of mental power. He shows how the school leads up to this general training and stores up the facts which give the basis. The university must take the trained man and give him everything about something. The style is pleasing and the book is a valuable contribution to the general literature of education. (Houghton, Mifflin & Company. Boston, New York and Chicago.)

The Old Red School-House.

Turning Out the Teacher.

By MELVIN HIX, Manhattan.

Unto the Old Red School-house often went
Some stalwart lads whose thoughts were ever bent
On mischief; and they diligently sought
Some trick upon the master to be wrought.

Once these tall fellows formed a secret scheme,
And of its failure little did they dream;
Early one morn they to the school repaired,
And locked the door, and for a siege prepared.

A fire they built upon the open hearth,
While all the room resounded with their mirth;
And joyfully around the room they strode
Until the master came along the road.

Then all was silent till the lock he tried,
Which all his earnest efforts now defied;
When at the door he vigorously knocked,
They raised a shout and at him loudly mocked.

The master this time happened to be young,
Alert his mind, his muscles sound and strong;
And he, their plans had chanced to overhear
When little did they think that he was near.

So, for their trick he was full well prepared,
And little for their noisy mirth he cared
Once more he knocked and asked to be let in,
But by that means no entrance could he win.

He ceased to knock and slowly went away;
The rascals thought that they had won the day;
They laughed and danced and sang most merrily,
For this they thought a splendid joke would be.

The artful plotters knew, without a doubt,
That if he could not drive them quickly out,
His usefulness in that district would be o'er,
For never could he rule his school-room more.

Behind the school-house, and not far aloof,
A beech tree swung its branches o'er the roof;
The master passed round thru a little wood,
And, climbing up, soon by the chimney stood.

Then down the chimney flue he slowly poured
Some pounds of sulphur, and a heavy board
Upon its mouth he placed; then down he came
And waited for the ending of the game.

Just as when, on a beehive, some one knocks
And the bees, aroused by the repeated shocks,
Go buzzing out thru the beehive's open door,
And the swarm outside now thickens more and more,

So in that school-room there were heard outcries
As stifling sulphur fumes filled mouths and eyes;
And some to open up the windows ran,
And others to undo the door began.

Then, as they, thru the open door came pouring out,
The waiting children raised a jeering shout.
But calmly there the master stood the while,
Greeting their hasty exit with a smile.

When, to remove the board, a lad he sent,
While he himself into the school-room went,
Soon on the assembled scholars' ears there fell
The well-known summons of the teacher's bell.

Obedient to the call, they slowly filed
Unto their 'customed seats, and there each child,
Half-scared, half-curious, prepared to wait
The coming of the beaten plotters' fate.

Then, as they watched, with half-averted eyes,
They saw the master from his seat arise,
Bible in hand, from which he calmly read
Some sentences by Ancient Wisdom said.

Then followed prayer; with reverent attitude
Before his desk the stalwart master stood;
And, with the children, slowly said the prayer,
Which sounded first on Gallilean air.

Deep silence brooded o'er that old school-room,
For now the culprits thought to hear their doom.
"Fifth Reader Class!" was all the master said;
They took their places and the lesson read.

And that was all; the incident was o'er;
Anon the pupils on their books 'gan pore.
But, from that time, no more such plans they made;
The master's word was instantly obeyed.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JUNE 6, 1903.

Sensible Division of Authority.

As the superintendent is responsible to the board of education for the administration of the whole system, so the principal should be held to account for his school by the superintendent, and the teacher for her room by the principal; that is, roughly speaking, the division of authority in a system of schools. The introduction of supervisors has considerably upset this simple arrangement. Where they are representing the superintendent it is not difficult to determine thru what channels the criticisms of teachers shall pass. Either the reports go directly to the superintendent, or else the supervisor acts in the capacity of the superintendent, and then his duty is to confer with the principal. Under no circumstances should a principal's authority in his own school be tampered with by outside interference. If he is to be held responsible he must be shown the deference due to the head of an institution.

The supervisors charged with the work of looking after the development of particular branches of the school curriculum are not so easily classified. They are virtually special teachers, and, as such, should come under the authority of the principals. They are, however, responsible to the superintendent for a uniform progress, in their particular specialties, in all the schools of the system. The only satisfactory solution would seem to be to charge every principal with the duty of accomplishing a certain amount of work in the studies for which a special supervisor is assigned, and, at the same time, inform him that special assistance has been placed at his disposal for the performance of the task. Conference between principal and supervisor will have to settle the rest. The principal, let it be repeated, must remain the responsible head of his school.

It is high time that these elementary questions of authority and responsibility for a school system should be finally settled. No business concern would permit such a condition to prevail as is now to be found almost everywhere in school administration. Most absurd pictures from real life might be drawn, if illustrations were needed, to prove the lack of sensible organization in most local systems of public instruction. There would be no difficulty in locating a hundred schools where one might witness most flagrant violations of every principle of tact and common sense along these lines. A young woman, trained at some conservatory or art school, with not a penumbra of pedagogy or teaching experience darkening her innocent mind, may step into a room, bully the teacher, and prove to the veteran principal that he must pay obeisance to her and see her orders executed, or he is not the emperor's friend. However, there is no need of portraying conditions; the less said about them the better. But do let us get together and fix upon some definite, sensible rules for the division of authority in school administration.

Mutual Respect.

Teachers are frequently heard to complain of the lack of respect shown them by the public. They wonder why it is that a minister, a lawyer, or a physician is so much more made of in social life and in public print. They cannot help noticing the skepticism of citizens as regards the claims of teachers for consideration as experts in educational matters. They bemoan piteously the blindness of a cold world which will not recognize the existence of a teaching profession.

■ The root of the difficulty is that the teachers themselves are still far from so conducting themselves in public that the plain people can see with the naked eye something

really professional in them, except perhaps when a union is formed for securing increase of pay. There is little professional cohesiveness, for instance. With the exception of Brooklyn (where in consequence they are most highly respected), and a few other towns, teachers have learned to discuss grievances among themselves, and not display lack of esteem for one another. Tale-bearing, backbiting, disloyal insinuations, belittling one another—these are some of the things that are retarding the recognition of teachers, as worthy of professional distinction.

Genuine loyalty is too rare a virtue among teachers, particularly among school principals upon whom a superintendent ought to be most able to rely for support and assistance. If a superintendent is himself lacking in professional loyalty and sends his criticisms of principals thru outside channels instead of conveying them in a manly, direct way, he is doing himself the greatest injury. His conduct, however, can certainly not be accepted as an excuse for disloyalty of a similar kind on the part of those under his authority. Backbiting is always bad form and the sooner it is stamped out among us, the more hope there will be of having teaching respected as a profession.

Connecticut has taken a great step forward in passing a law concerning the supervision of rural schools. It provides that two or more towns employing together not less than twenty-five and not more than fifty teachers may unite for the purpose of employing a superintendent of schools. A district so formed must continue for three years at least. The state is to pay one-half the salary of the superintendent, such payment not to exceed eight hundred dollars. No one is eligible as a district superintendent unless he has had five years successful experience as a teacher or superintendent, or holds a certificate of approval from the state board of education.

This is one of several bills all looking to the improvement of the district schools. The principle underlying them all is that where the towns are ready to do something to improve these schools, the state stands ready to share in the cost. Some opposition has been shown to all these bills on the ground that they are of the nature of class legislation.

Mr. James W. Robertson, commissioner of agriculture and dairying for the Dominion of Canada, has suffered a nervous break-down, and has gone abroad for a few months of entire rest. Mr. Robertson has been instrumental in advancing largely the interests of the rural schools of Canada, working especially for centralization of schools and the teaching of agricultural and allied subjects of special value to children brought up in the country and on the farm.

A Civic Improvement Association has been organized in Asheville, North Carolina. The public schools will take a leading part. Sixteen hundred packages of flower seeds have been distributed among the school children at one cent a package, and every encouragement will be given the children to cultivate flowers at school and at home. Superintendent Tighe has issued, for the use of teachers, a supplement to the course of study, containing suggestive hints for teaching children the duties and privileges of citizenship. These treat of the care and cleanliness of the sidewalks, streets, alleys, gutters, and street-crossings; the proper treatment of animals; duties towards self; what to do with weeds, waste paper, garbage, and dead animals; how to select and plant trees, flowers, shrubs, etc. This is splendid work and worthy of all encouragement. Asheville is keeping up the high reputation it has won in public school activity.

The Forty-first University Convocation of the state of New York will be held in the senate chamber at Albany, Monday and Tuesday, June 29-30. Copies of the program may be obtained by addressing Dr. James Russell Parsons, Jr., secretary of the Board of Regents, Albany.

Canada Leading the Way.

The Canadian education department has introduced a new plan regarding rural communities in the establishment of a course in scientific agriculture.

The plan is to provide two or three acres of land adjacent to the most important school in several districts in each county, and with the addition of about six other schools there will be formed one garden center in each district. The county council will then engage traveling instructors, who must be graduates of the Guelph Agricultural college. Upon the day appointed for the visit of the instructor, the boys from the seven schools in the district will meet at the central school, where special practical instruction will be given in elementary forestry, elementary horticulture, entomology and its relation to agriculture and horticulture, and physics and chemistry of the soil. The value of this instruction lies in its practical characteristics, each pupil being brought in contact with the actual work in the particular branches of the study.

The instructors will visit one district each day, and it is expected that each county will be covered in a week. The different schools will be permitted to exhibit the result of their work at the county fairs, and prizes will be donated to the schools making the best showing. This feature is expected to awaken keen interest in this branch of study.

In addition to this special course for boys, a domestic science course will be introduced for the benefit of the girls upon a similar plan, where schools will combine and where there will be one center to which girls from several schools will come.

Principal Stearns of Andover.

Mr. Alfred E. Stearns, for the past year vice-principal, has been elected principal of Phillips academy, Andover, Mass. He succeeds Dr. C. F. P. Bancroft, who died in October, 1901. Mr. Stearns is the son of Dr. William Stearns, former president of Amherst college, and a descendant of Isaac Stearns, who came to America in the Arbella, landing at Salem June 12, 1630. When in 1780, John Hancock set his seal to the act incorporating Phillips academy, two men were among the twelve original trustees, Josiah Stearns and Jonathan French, who were both ancestors of the new principal.

Mr. Stearns entered Phillips academy in 1886 and remained there four years, boarding with Principal Bancroft, his uncle. He was graduated from Amherst college in 1894. He was the orator of his class and also received the Woods prize for general scholarship and general culture. After teaching a short time at Hill school, Pottstown, Pa., he entered Andover Theological seminary and completed its course. He was then appointed registrar of Phillips academy and instructor in history. His appointment means that the same general principles of administration that made Dr. Bancroft so successful, will be continued under the new regime.

Encouraging Work for Negroes.

A good idea of the pitiable conditions still existing in some of the Southern schools is given by a letter from a Southern correspondent. He writes:

"In this parish in Louisiana, the negro public schools are very poorly cared for, and the teachers are very inferior, due more to poor salaries, and short two-month terms than to any other cause. Since I have opened a private school exclusively among the negroes, interest in education is reviving here and the friendly whites are beginning to regard the education of the negro as a duty as well as a necessity.

"In a country where such racial antagonism exists as there is here,—the weak race is compelled to suffer, tho unrighteously."

What a commentary on conditions in a part of our own country! All honor is due the pioneers in the work of carrying on education there!

The Question of the Hour.

THE JOURNAL does not want to be open to the charge of pessimism, but no thoughtful man can fail to be anxious about our future. The present is certainly full of ominous signs.

We overestimate the mechanical victories of the age. A trolley road is a convenience, not a necessity. It is not essential that we cross the ocean in six days or cover the space between us and Chicago in twenty hours.

We overestimate the value of money. America was never so great and never so poor as in the days of the Revolution.

No class of men feel the perils of the situation more keenly than do the clergymen of all denominations. In his address before the 113th Annual Convention of the Rhode Island Episcopalians, Bishop MacVickar among other things said:

"I believe that the prevailing sin of this age and of this land is its exorbitant estimate of the value of money. The character of our boasted civilization, with its exaltation of material things, its material discoveries and inventions, the development of its manufactures, the widening of its commerce, the care and comforts which it has provided for our bodies, coupled as it is in our own case with the tradition and inheritance of an age when living was hard and had to be wrung out of a poor soil or made little by little with great thrift, has worked the result, this overestimate of money and its power.

"Money has become the great thing in the world, and the man who makes it deserves above all others our regard, and is absolved from the responsibility which ought to come with it. And the man who doesn't, fails too often of our respect for any other virtues he may possess and of his own self-respect. The mere fact of possession gives a paramount interest in its possessor. The papers break out with his picture, the social world with its gossip of his doings, however silly and unworthy of thought."

THE JOURNAL believes that the great problem before civilized mankind is advancement to higher stages of moral life; hence this speaker presented an educational problem of the deepest significance to his audience. The church and the school are the two agencies at work for the betterment of mankind. The latter has not yet girded up its loins and made ready for the task before it; it is yet busy with making bright the outside of the cup and platter.

The age needs a Horace Mann, but one of a different type from him who wrought so grandly more than a half century ago and whose monument confers honor upon Massachusetts. His age had to be urged to realize the value of instruction in the elementary branches of knowledge to the commonwealth. That is realized; the petty sums spent in his day for this purpose have risen from \$2 or \$3 to the pupil to \$20 or \$30; the buildings instead of being hovels are now palaces. But the teachers are not the masters of the spirit of this age. The pupils enter the schools to have their commercial aptitudes strengthened. The late struggle in the Pennsylvania coal regions, while more acute there, is a type of the struggle the country over. The practical question is, cannot the 600,000 teachers in this country, if they are of one mind, influence the minds of the generations in the school-rooms to find a good in life above and beyond what its commercialism will yield? We think this is the question of the hour. It cannot be met unless the teachers make their first aim the building of character. How many would if they dared, say, "I am held responsible for scholarship and not for character?"

The Heavens in June.

A brilliant star of the first magnitude may be seen at about nine each evening during June, near the north and south line, or the meridian, as it is technically known. This is Arcturus, the brightest fixed star save Sirius that can be seen in our latitude, and it ranks fourth in the whole list of first magnitude stars. It is the swiftest of all the stars whose proper motions have been detected.

The star group Ursa Minor, of which the Pole star forms the most important member, is also on the meridian. A number of the other stars, particularly the beautiful constellation Scorpio, are closely approaching the meridian.

One of the chief points that distinguishes June astronomically is the arrival of the sun at its farthest point north, thus beginning the summer. This occurs in 1903 on June 22. The days will then be at their longest, fifteen hours seventeen minutes, which will be their length for a week.

On the twenty-sixth the sun's movement to the southward will first be felt, but we lose only two minutes of daylight before the end of the month. The sun rises at about 4:10 during the month. It sets at 7:13 on the first and 7:25 at the close. Thus at the end of the month the day is fifteen minutes longer than at the beginning.

On the second of the month came the first quartering of the moon; on the ninth the moon will be full, and on the eighteenth it will be at the last quarter. The new moon does not appear until the twenty-fifth.

The round of meetings between the moon and the planets begins on the third, with Mars, followed by a distant meeting with Uranus on the tenth. On the fourteenth comes Saturn, followed by Jupiter on the seventeenth and Mercury on the twenty-third.

On the fifteenth Uranus will be in opposition with the sun. This is the most favorable time to observe the planet. Mercury was in conjunction with the sun on the first of the month and for the remainder will be a morning star.

Mars is still an evening star and will continue one of that group for the rest of the year. It is on our meridian at about 7:30.

Jupiter remains a morning star until September. It is in quadrature with the sun on the thirteenth. Saturn is also a morning star for another month. Early in June he rises shortly after sunset, and remains in sight the rest of the night. Neptune is a morning star after the twenty-fifth, and is classed as such during almost the whole of the year.

Venus does not set until after ten o'clock and forms the most conspicuous object in the evening sky. She will reach the furthest point to the eastward of the sun early in July.

Teachers' Training in Switzerland.

The training of teachers in Switzerland is well organized and the opportunities for study are wide. Altho the population is only 3,000,000 there are about forty-two training colleges, which contain 2,600 students. The men are in a majority, but this proportion is rapidly diminishing. Only one school is co-educational.

Candidates for the teaching profession for the most part receive their early instruction in primary and the higher elementary schools. They are admitted to the training schools only after an extensive oral and written examination. The minimum age is generally fifteen, altho in some places it is eighteen. The course is from two to four years. Modern languages receive considerable attention, and one foreign tongue is usually compulsory. Latin is taught in only two of the schools, and even there it is optional. Science has an important

place in the curriculum. Agriculture is studied extensively, accompanied by practical work in the field.

Alpine excursions are made for two or three days a year for the study of botany, zoology, and geology. Music, vocal, instrumental, and theoretical, is cultivated. Practical and professional work is rather weak. Pedagogy and method are studied in two years of the course, and the higher classes are called upon in turn to teach in practice schools, and in their last year they are required to conduct the whole school and to keep a record of their work and observation for criticism.

Most of the training schools are boarding schools. The pupils rise at five in summer and six in winter, and retire at 9.30. They have eight hours of lessons, four and a half hours of study, and the rest of their time is given to meals, recreation, and sleep.

One satisfactory feature of the Swiss system is that the authorities spare no pains to induce the teachers to continue their studies after they have entered on the work by attending repetition and extension courses. In some places this is compulsory, in others it is simply recommended.

The salaries of the elementary teachers are modest, as they begin at about \$200 and reach \$1,000 only in the larger towns. However, living is cheap in the country. Pensions and allowances for widows and children after a master's death have been provided.



'Member?

'Member, awful long ago—
'Most a *million* weeks or so,—
How we tried to run away,
An' was gone for 'most a day?
Your Pa found us bofe,—an' nen
Asked if we'd be bad again,—
An' we promised, by-um-by.
Do you 'member? So d' I.

'Member when I tried to crawl
Frough vat hole beneaf your wall,
An' I stuck, becuz my head
Was too big? Your Muvver said,
When she came to pull me frough,
S'prised you didn't try it, *too*.—
An' you *did* it, by-um-by.
'Member? Do yuh? So d' I.

'Member when your Muvver said
'At she wisht I'd run an' do
All ve mischief in my head
All at once, an' get it frough?
S'pose we did, why, maybe ven
We could do it all again!
Guess we *could* if we should try,—
Will y', sometime? So'll I.

—BURGES JOHNSON, in *Harper's Magazine* for June.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued three monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), semi-monthly, 50c. a year. A large list of teachers' books and aids is published, and all others kept in stock, of which the following more important catalogs are published:

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Letters.

American School Histories Again.

Much good would result, both to the United States nation and its English speaking neighbors, were your example followed by educational journals thruout the country, condemning the rancorous, and, sometimes, misleading statements concerning the Revolutionary war and that of 1812-14 in nearly all the United States school histories. You state, and prove by extracts in your editorial of May 16, that a British schoolboy is taught to regard these unhappy events in a very different light from one in your own country. I could quote from book after book, if it were necessary, in support of your contention. You say, truly, that, in our histories, credit is given where credit is due. Our books pay honors to your heroes, not a single one of whom was more heroic than some of the United Empire Loyalists, who, for king and conscience, surrendered homes, bade final farewell to friends, and dared the rigors of a Canadian wilderness. Our students read and admire Burke's Speech on *Conciliation*. Can you name a poem or literary passage, equally generous, or even fair, to the United Empire Loyalists, that is read in the schools of the United States?

The ordinary United States school history is not only splenetic when it deals with the events above referred to, but it also, in some cases, misrepresents the facts. For example, most of your people, if they have any knowledge at all of Lundy's Lane, one of the sharpest encounters in the war of 1812-14, believe that it resulted in a victory for the United States troops. The Funk & Wagnalls' *Standard Dictionary*, in the edition sold in the United States, so declares the results (p. 2191). But here, where the truth is well known, the line referred to is altered to agree with facts. Suppressions and minor distortions are less injurious, however, than the spirit of the narrative.

Your editorial will do a good deal towards removing that insularity that mars your school histories; keep the agitation against it going. It is on mental pabulum of this sort that men are raised who publicly vaunt "My country, right or *wrong*." A Briton would be ashamed to talk that way. The motto in his school history is *Dieu et mon droit*.

JOHN DEARNESS, B. A.

London, Ontario.

Indians Lobby Against Education.

Uncle Sam's red children did not take very kindly to the bill introduced by Senator Webster, in the Oklahoma legislature, compelling them to send their children to school.

The record is made in Oklahoma this year of an Indian lobby not asking for something, but insisting that they be not given something. This is the only time of which there is any record in history, that an Indian lobby was asking for something to not be done.

Black Coyote, Wah-tau, and Oliver Barber, of the Arapahoes, and Wolf Chief, of the Cheyennes, tried to convince the legislature that the compulsory education law would be a great injustice to them. It was a touching spectacle, that of the blanketed warriors of other days aligned in the cause of ignorance and vice, to insist and implore the lawmakers not to take away from them the bliss of lack of knowledge, as they had been deprived of their hunting grounds and made plutocrats by a paternal government.

It is an unusual thing for the Indian to lobby for anything except the payment of annuity or money. The city of Washington has been the Mecca of the red lobbyist for generations—always to ask the Great Father to give the tribesmen something. The proposition of the legislature at Guthrie, Oklahoma, to insist upon the Indian

youth learning things, has stirred the energy of the old chiefs to the point where they come to lobby in the interest of indolence and ignorance. The people of the legislature were presented with the spectacle of Kathema and others importuning the members to allow the traditional ignorance of the red men of the country to remain one of the cherished landmarks of the first people of the United States.

Seriously believing that there is evil in the proposition to enforce education among the young men and women of the tribes, these savage old chiefs asked that the traditions of their people and their ages of innocuousness in the realms of literature and science be respected and that the bill to encourage education among Indians be not passed.

But the plea of the red men fell upon deaf ears, as it has heretofore fallen, and the red youth and the red maidens will be compelled to learn the three R's and other things and therefore be benefited against their will.

BLANCHE E. LITTLE.

Oklahoma.

Language Study at Home and Abroad.

Probably most people remember many tiresome hours spent in reciting grammar during their school days. Perhaps some can remember back to the time when a grammar lesson consisted in getting a sentence analyzed on the blackboard in a shape resembling the genealogical trees of our oldest families. But in whatever form it has appeared the grammar hour has usually meant a decidedly unpleasant time for all but the brightest pupils.

Evidently conditions of language study are similarly deplorable in progressive France. A French writer gives expression to his ideas on the subject, as follows:

"We have treated our mother tongue as if it were a dead language. We have made it bristle with grammar, spelling, and analysis; we have raised about it a rampart of rules, abstractions, and refinements. As if to disgust the children with its study at once, we give them the participle and subjunctive as playthings.

"A great part of the work of the primary school is sacrificed to the tyranny of spelling, that science of convention which wastes the most precious hours of life.

"Our pupils do not have to use their knowledge before they are thirteen; so why not spare them spelling? The ordinary spelling would come to them of itself. As to rules, we could explain them in a few hours when pupils were able to understand them. As for the pretended logical and grammatical analysis, it seems to have been invented to kill time in the most dismal fashion possible.

"The true method of teaching language consists in getting children to read the best authors; it is by reading that style and later, spelling and ordinary grammar enter the mind."

B. CHAVET.

New Orleans.



An Experiment Orchard at the University of Tennessee.

Courtesy of the "University of Tennessee Record"

The Educational Outlook.

Public School May Festival.

The eighth grades of the Grand Rapids, Mich., public schools gave their third May festival, on May 22. The affair was in charge of Miss Florence Marsh, director of public school music, and was in every way a success.

The first half of the program was devoted entirely to school work. More than 1,000 children participated, nine separate choruses appearing. All showed the results of an excellent training.

The second half of the program consisted of selections from Verdi and Gounod. The aim was to give the hearers, if possible, the advantage of hearing the works of the great composers ably and intelligently interpreted. For a day at least, they are removed from the influence of "rag-time."

It is to be hoped that this festival will become an established institution in the Grand Rapids schools and that other cities will follow the same custom. Not only is the drill received of much practical benefit, but it enables the children to know and appreciate good music.

Politics in Schools.

State Supt. Skinner addressed the teachers of Rochester May 23, on "Politics in Schools." He said that the safety of the nation depended upon the knowledge of practical politics which educated people have. He had no sympathy for the person who is too grand and aristocratic to learn politics or vote, and he advised the teachers to show their pupils how political machines are run.

"Is it patriotic," he said, "for educated men to stand aloof and let the parties be managed by the uneducated? You may think this is a strange doctrine to present to the teachers of our schools. But isn't the school the place to teach our children about politics and not leave them to learn it on the streets? Because the teacher is a woman is no reason she should not know about practical politics. I am not one of those who object to an educated suffrage which would permit to the women teachers the same right that the ones they teach will enjoy. The successful teacher is always a good politician in the best sense. He is the teacher who knows best how to understand and govern men."

New School Laws for Indiana.

A certain amount of new school law was enacted at the last session of the Indiana legislature. The larger proportion of this legislation was, however, connected with financial matters. The city of Bedford was authorized to borrow \$60,000 at five per cent. interest, and Rushville \$35,000 for the purpose of buying school grounds, building school houses, or making necessary improvements.

A general bill of the same nature was passed, which authorizes boards of school trustees in all incorporated cities and towns to borrow money up to the two per cent. debt limit, and issue bonds or notes at a rate of interest not exceeding five per cent. a year, payable within ten years. The proceeds of these loans may be used for general school purposes. School boards may also pay the cost of improvements assessed against school property out of special school revenues not otherwise appropriated, but all common school corporations are to be subject to the same regulations and liabilities as regards municipal assessments for the cost of public improvements, as private owners of real estate.

The state superintendent of public instruction is required to provide from time to time such a schedule of items as should, in his judgment, enter into the record

and grading of a teacher's success by the city, town, and county superintendent of schools. These superintendents are to make these grades before July 1 of each year, and the state superintendent may investigate and revise any case of unfair grading brought to his attention.

The Inch of Progress.

The closing exercises of the agricultural and mechanical department of Tuskegee institute were held on May 27. The various graduation essays were illustrated with practical work in the trades represented. The practical nature of the work was well shown by the subjects on the program, which included "How Crops Grow," "Truck Gardening," "Care of a Bed-Room," "Preparation for an Emergency Operation," "The Office of a Mason's Tools," and "How to Construct a Dynamo."

In presenting about a hundred diplomas and certificates to the graduates Prin. Booker T. Washington said:

"Of all the men and women who have gone forth with the diploma or certificate of this institution, after diligent investigation I cannot find a dozen who are in idleness. They are busy in school-room, field, shop, home, or church. They are busy because they have placed themselves in demand, by learning to do that which the world wants done in this generation. They are occupied because they have learned the disgrace of idleness and the sweetness of labor."

"I believe that our men and women are in demand because they have learned to forget themselves and to so immerse themselves in some kind of service that they do not have time to go up and down the country complaining and finding fault. One inch of progress is worth more than a yard of complaint."

A Good Thing.

A very good thing has been undertaken by the teachers of Geneva, Ohio, to keep alive the memory of that remarkable teacher, Platt R. Spencer, by erecting a Memorial Library. The building was planned to cost \$10,000, and \$10,000 more to equip and endow it. The business colleges took hold of the matter and the citizens of Geneva also. In 1900, application was made to Mr. Andrew Carnegie, but he usually gives with the condition that the library have his name; this, however, would destroy its memorial

character and so no encouragement came.

Mrs. Ellen Spencer Mussey, of Washington, chairman of Advisory Board, in February visited Mr. Carnegie and he in consideration of there being \$5,000 on hand consented to give \$5,000 if the town would donate a lot and agree to raise annually \$1,000 for its support.

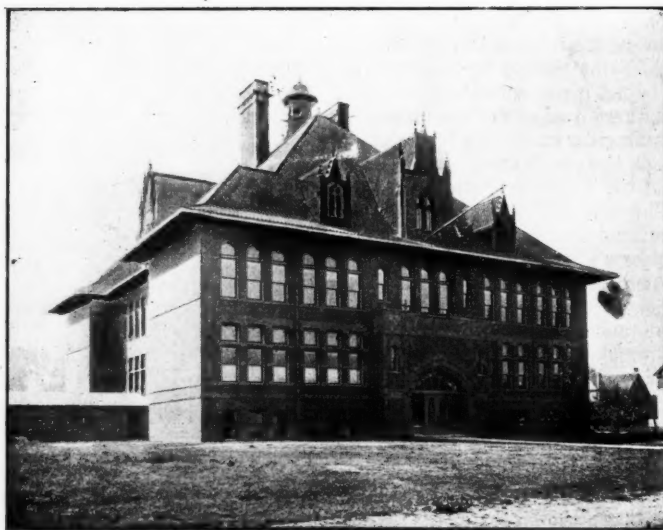
The reason we are particularly pleased with this effort of the Geneva teachers is that it is an indication that the teacher is to have his day, as well as the wielder of swords.

Recent Deaths.

TEMPLETON, MASS.—Mr. Hosea F. Lane, for more than thirty years principal of the high school here, died on May 23. He organized the school and made it one of the best in the state. He retired about ten years ago on account of failing health.

BURLINGTON, VT.—Prof. Selim H. Peabody, Ph.D., at one time principal of the high school in this city, died in St. Louis on May 26. At the time of his death, Dr. Peabody was assistant to Commissioner F. J. V. Skiff, of the department of exhibits of the exposition. Dr. Peabody was a native of Rockingham, Vt., and was graduated from the University of Vermont in 1852. He was a distinguished educator, his interest being principally in science. He held successively the positions of professor of mathematics at Fairfax, Va., superintendent of schools, Racine, Wis., professor of physics in the Chicago high school; professor of mathematics and civil engineering in the Massachusetts Agricultural college, Amherst, Mass., and professor of mechanical engineering in the Illinois Industrial college, now the University of Illinois. He was the president of the latter institution from the retirement of Dr. Gregory, in 1882, until 1891. He was a man of kindly disposition, and he never failed to win the esteem of his pupils.

Stewart Pelham died in Poughkeepsie on May 25. In 1854 he became assistant teacher in the old Dutchess county academy. Ten years later he was elected principal of the same academy, where he remained until 1869, when he opened a school for boys, which he conducted until a few years ago.



Waite School, Toledo, Ohio, in which the Cabot Deafening Quilt was used.

Courtesy of Samuel Cabot, Boston, Mass.

The Metropolitan District.

An effort is being made to locate a park at Rivington, Stanton, Chrystie, and Forsyth streets. This would give a playground and breathing place opposite P. S. No. 20, and would help the school as well as the neighborhood greatly.

The board of education has stricken foreign languages from the curriculum of the elementary schools of New York, save in the last year of the course, when the pupils are to be permitted a choice. This choice embraces French, German, Latin, or stenography. Dr. Maxwell explained this action by saying that the experience of twelve years had shown that with the little time possible to allot to a language it was hardly possible for a pupil to gain a useful knowledge of any one. Permission has been asked to place tablets in every school commemorating the deaths of Lincoln, Garfield, and McKinley.

Permission has been granted to the New York chapter of the Daughters of the American Revolution to place a facsimile of the Declaration of Independence in every public school in the city.

The annual excursion of the Brooklyn Teachers' Association will occur on June 6. The trip will be up the Hudson to Poughkeepsie and return on the steamer Grand Republic. The boat will leave Bridge dock at 9 A. M.

Chancellor MacCracken, of New York university, has been advised from Beyroot, Syria, that his youngest son, Henry Noble MacCracken, an instructor in the Protestant college, is seriously ill. Chancellor and Mrs. MacCracken have sailed for Europe and hope to reach Beyroot by the middle of June.

Commissioner S. B. Donnelly recently appeared before the building trades union as a representative of the building committee of the board of education. The union stated that it was willing to pledge itself to supply men under any conditions for the public schools and, further, that it has always been ready to do so.

A chapel is to be erected at the Columbia summer school at Litchfield, Conn. The building will include, in addition to a large assembly hall for religious purposes, a reception room, a reading room, and offices.

The authorities of Teachers college have offered the new Speyer experimental school to the board of education for use as a vacation school, to be maintained by the city authorities.

Pres. William F. King of the New York School of Applied Design for Women, has announced that it is practically assured that the school will have a new building of its own within a year. The present quarters are too small for the 300 pupils now in the school. So far, about \$50,000 has been subscribed for this purpose, and \$50,000 more is promised as soon as another \$100,000 has been raised. The building will cost about \$200,000.

Plans are being formulated by a number of prominent Hebrews in this city to establish a protectory or reformatory for Jewish children. The institution would be located in some rural district near the city, and would be a manual training school and asylum for the many Jewish children now in city reformatories.

Anniversary Exercises.

On the 250th anniversary of the founding of New York every public and high school held celebration exercises. All the assembly-rooms were decorated and carefully planned programs were carried out.

Inasmuch as the one hundredth anniversary of the birth of Ralph Waldo Emerson fell on May 25, and Memorial day

on May 30, the exercises in many of the schools included the recitation of "The Concord Hymn," and appropriate tributes to men who died in the Civil and Spanish wars.

In all the programs the first number was the reading of the mayor's proclamation. A typical program included an address by the principal on New York's quarter millennium, essays by pupils on such subjects as "The Purchase of New Amsterdam," "New York Under the Dutch," "The Progress of New York," "The Early Newspapers of New York," "Fulton and His First Steamboat," and "The Statue of Liberty." Maps made by the pupils and showing the growth of the city were displayed.

At the high schools special exercises were held. Horace Graves, an ex-member of the board of education, spoke at the Brooklyn Girls' High school. At the Girls' Technical High school, in Manhattan, Miss Eleanor M. Nightingale, of East Orange, spoke on the history of the city, and H. M. Clarke, of New Haven, gave personal reminiscences of Emerson. Police Commissioner Greene addressed about 500 children at the Educational Alliance. The children were members of the classes in English for immigrants at the Baron de Hirsch school.

Much-Needed Reforms.

The teachers of New York have complained for some time of the number of reports they have had to make out. District Superintendent Dwyer has investigated the subject and found the situation almost intolerable. He states that the evils of progress books are that: In many schools they have become too burdensome for the teachers and tend to produce indifference to the real work at hand.

At present the work on these books is largely a matter of bookkeeping and the copying of them tends to diminish the interest in the subjects outlined.

Principals and teachers are too apt to consider these an end in themselves.

The importance of these books is magnified at the expense of results.

The principal is too apt to consider that an examination of the books is a proper substitute for class inspection.

They tend to encourage "show work."

They are not productive of interest in either teacher or pupil.

They foster mechanical work because of the dull routine followed.

Too much importance is apt to be given to the knowledge imparted by the teacher and too little consideration given to what is grasped by the pupil.

As a result of Dr. Dwyer's report the board of superintendents has passed the following resolution:

That while teachers should make accurate and careful preparation for each day's work, the consumption of time and energy in writing out elaborate plan and progress books has come to be an unnecessary burden upon teachers and an injury to their work, and ought to cease.

To this end district superintendents and principals are requested not to make a teacher's written notes any part of the basis of their judgment in rating, except in determining the item "effort" when the results, as determined by inspection and examination, are unsatisfactory.

Dr. Maxwell has treated this subject as follows in a circular letter:

"In view of the probability that a new course of study will go into effect in September, I greatly fear that many teachers will deprive themselves of much needed rest and recreation during the vacation in order to compile new plan and progress books in accordance with the new course. Such compilations are unnecessary. The notes which a teacher should make should be brief and merely suggestive. Plans for the month or term

should be the combined work of principal and teacher; they should be subject to modification whenever necessary, and they do not require elaboration of detail.

The Trachoma Danger.

According to a series of reports trachoma is on the increase in Manhattan, from re-infection. Children, after treatment for the disease, on returning to school, are said to contract it again from others that have not been operated upon.

"There seems to be no limit to the spread of this disease in Manhattan," said a surgeon of the New York Eye and Ear Infirmary. "It has spread thru all the schools, and from fifteen to twenty per cent. of all the school children are afflicted with it. Trachoma is both contagious and infectious, and the only way to check it is to get enough hospitals for the treatment of cases. The great causes for its spread are the thickly settled conditions on the East side and poor hygienic surroundings."

"Under filthy conditions in the tenement house regions trachoma is like typhus fever that follows an army. The trouble is that for some time the disease was not recognized in the public schools, and nothing was done to stamp it out. Now the disease is extending to even country towns as far as Massachusetts. This is probably due to the sending of workmen from the crowded districts of the city out on railroad jobs."

"In many cases after the children leave the hospitals they are not properly treated at home, either from want of intelligence or lack of explicit directions. While it has been popularly supposed that the disease had been checked in the public schools, the contrary is the truth, and the situation is one of grave seriousness, which is not generally known."

De Witt Clinton High School.

The specifications for the new DeWitt Clinton high school call for a building which it is said will be the largest high school building in the United States, and one of the most perfect in its appointments.

The building is to be situated on the west side of Tenth avenue, between Fifty-eighth and Fifty-ninth streets, and will be somewhat on the plan of the letter H, with the main front on Tenth avenue. On the opposite side of the avenue are Roosevelt hospital, the College of Physicians and Surgeons, and the Vanderbilt clinic. In the rear of the site on which the school will be erected are gas tanks. The building is to accommodate 4,000 persons.

The design of the building is somewhat after the style of the Flemish Renaissance, with large gables and dormers on the various fronts, covered by high-pitched roofs. To the level of the second story window-sills the building will be of limestone; above this of brick, trimmed with terra cotta.

A sharp descent in the lot has enabled the architect to put in a sub-basement, in which will be placed the heating and ventilating apparatus, leaving space for cold storage. Above the cellar will be a basement and five stories, and an attic.

The main floor of the auditorium, together with the gymnasiums, natatorium, and locker rooms, will occupy the greater part of the basement. The first floor will contain the gallery and upper part of the auditorium and the offices for the principal and his clerks, offices for the superintendents, and class and drawing rooms. The main entrance to the building will lead directly to this floor, and will be approached thru a large loggia, thirty-five feet in length and ten feet deep. The ceiling of the loggia will be of stone and will be formed with intersecting or groin vaults. From the loggia, eight single doors will lead to the main foyer, from

which will open corridors at the right and left.

From the second floor and above, the building assumes the shape of the letter H, the roof of the auditorium stopping at this level, thus forming a large court by which ample light and air can be furnished to the adjoining class rooms, skylights placed in the roof of the auditorium supplying its light. The second floor will be given over to biological laboratories, a library, drawing and class-rooms, and a small gymnasium. The third floor will be arranged with biological and physics laboratories, lecture and class-rooms, study hall, and various offices and storage rooms. Class-rooms, a study hall and library will occupy the fourth story, and chemical laboratories, a study hall, lecture and class-rooms will take up the fifth floor.

A lunch room has been provided for in the attic, with every facility for supplying luncheon to a large number of pupils in a short space of time.

The foyer and entrances will be finished in marble, with ornamental plaster ceilings. It is the intention to finish the walls and ceiling of the auditorium with ornamental plaster work, and to decorate it in the most effective manner possible. Large spaces at the right and left of the stage have been provided for mural paintings, and provision has been made for a large pipe organ.

Exits from the auditorium and the building have been carefully arranged, and ample stairways and elevators have been placed so as to be accessible from all parts.

The De Witt Clinton school was opened in 1897 in public school No. 35, with 500 boys. Every six months since then the number of students has increased, and now there are five buildings in various sections of the city in which the De Witt Clinton classes are accommodated awaiting the completion of the new building. Altho 1,000 boys were taken from the rolls of the De Witt Clinton school a year ago to form the High School of Commerce, there are at present 3,400 students enrolled.

Appropriation for Shingles.

It is the general impression among the students at Columbia university that it is the intention of the university authorities to bring them and their affairs under strict supervision. They point to the following remark by President Butler, as one piece of evidence:

"When Mr. Sadler was in this country last year he made the shrewd and clever observation that American educational government was a paidocracy, government by the taught. He was right, and he put his finger on a growing weakness, in American education. When Chicago school children go on a strike against a teacher, it is time to call a special session of the legislature to restore corporal punishment, and to make an appropriation for shingles."

An allusion to the matter in the annual catalog is also taken as evidence of the way the sentiment of the faculty is tending.

New Commercial Course.

The board of education has adopted a new course of study for the High School of Commerce. The more important changes are: First year—Business writing is introduced during the first term; stenography is dropped for the first term and business arithmetic and commercial geography are introduced as electives. Second year—Stenography is introduced as a required study for two periods a week, while business arithmetic and commercial geography are elective. Third year—The periods devoted to stenography and typewriting are reduced from four to three periods a week. Fourth year—Advanced bookkeeping will be included with business correspondence and office practice.

Educational New England.

The first meeting of all the teachers of Boston in fifty years was held on May 22 in the interests of the N. E. A. convention. All the schools were dismissed and every teacher went to Symphony hall. Supt. Edwin P. Seaver, presided. Chairman Grafton D. Cushing, of the school board, enumerated the opportunities and responsibilities which the coming convention would offer. Principal Owen called upon the teachers to aid in entertaining the visiting teachers. Supervisor Martin outlined the excursion plans. Principal Tetlow asked for an increased membership, and President Eliot explained the work of the finance committee.

CAMBRIDGE, MASS.—An all-day public session of the Webster school was held on May 27, in observing its fiftieth anniversary. In the fifty years the school has had only two principals. Dr. Alvah C. Smith was the principal from 1853 to 1873, twenty years, and Col. John D. Billings has served since, thirty years. Many citizens who have become prominent in Cambridge are graduates of this school, and 141 were in the army during the Civil war.

In the evening there was a reception and banquet at which H. O. Houghton was toast master. Appropriate addresses were made by Mayor McNamee, Superintendent Cogswell, Col. Billings speaking in behalf of the school, and others. The entire occasion shows the city's interest in her schools.

Mr. Frank Russell, Ph.D., instructor in anthropology in Harvard university, has resigned on account of ill-health. He is one of the foremost ethnologists in the country, having made a special study of the Moki religious rites in Arizona. He proposes to spend one or two years upon a ranch in that territory.

MALDEN, MASS.—Mr. George E. Gay, superintendent of schools, has resigned to take charge of the Massachusetts educational exhibit at the Louisiana Purchase exposition, St. Louis. He will begin that work about July 1. Mr. Gay has been connected with the Malden schools since 1883, coming to them from the principalship of the Consolidated High school, Newburyport. He was the principal of the high school until 1896, and since then has been superintendent. He was graduated from Bates college, Maine, in 1872; has been president of the Massachusetts Teachers' Association; prepared the Massachusetts educational exhibit at Chicago in 1893, and at Paris in 1900, and represented the state at the later exposition. He is also the author of several textbooks, among them a "Business Book-keeping," published by Ginn & Co.

QUINCY, MASS.—Mr. Maurice B. Smith, sub-master in the high school, has been elected principal of the Penn Charter school, Philadelphia, and has resigned. The change of location doubles his salary. Mr. James D. Hewlett, of Waterville, Me., has been elected his successor.

Mr. Charles E. Finch, master of the Wollaston school, has been granted leave of absence for a year, and Mr. Charles H. Taylor, of Portsmouth, N. H., will hold the position during his absence.

BRIDGTON, ME.—The principal of Bridgton academy, Mr. C. C. Spratt, has accepted a call to the home department of the Detroit university school, Detroit, Michigan, and has resigned. Mr. I. F. McCormick, who graduated from Bowdoin in 1891, has been elected his successor.

BOSTON, MASS.—Simmons college will take possession of its new and elegant quarters in Boylston Chambers on June 1. The executive offices will remain in

Huntington Chambers until sometime in August. Mr. Samuel C. Prescott, an instructor in the Institute of Technology, has been elected instructor in bacteriology, and Miss Agnes W. Hanna, of Pratt institute, Brooklyn, assistant in household economics.

The annual report of Superintendent Seaver has been published and is interesting reading. As usual, it contains valuable recommendations for the improvement of the schools, some of which will be noted later.

The centennial anniversary of the founding of the Hampden, Maine, academy will be celebrated on June 12. Speeches will be made by Governor Hill, Lucilius A. Emery, associate justice of the Maine supreme court, Chaplain David Tribou, U. S. N., and State Supt. W. W. Stetson. Hampden academy was instituted March 7, 1803, and was opened June 12 of that year. The first building, a small wooden structure, was burned in 1840, when the present brick building was erected.

NEW HAVEN, CONN.—The faculty of Yale university makes the following important announcement respecting entrance to the college department: Beginning with June, 1904, a candidate may substitute for Homer the mathematics of freshman year, and for the whole Greek requirement both elementary French and elementary German, besides either the mathematics of freshman year and an additional year of French or German, or an additional year in both French and German, or two additional years in German. At the entrance this year, candidates who are very proficient in mathematics or modern languages may receive special examinations in September, which, if successfully passed, will be counted equivalent to the omitted Greek.

CAMBRIDGE, MASS.—Harvard university is considering plans for establishing a school of education as a separate department under a faculty of its own. Several meetings have been held in Boston to consider the plan, and much interest has been manifested. Prof. Hanus estimates that an annual expenditure of \$80,000 would be required to carry out the plan, and that would mean an addition of two millions to the endowment. Besides the chairs of instruction, it would involve a model school with pupils from the kindergarten to the high school, and a neighborhood school as well.

When to Start in School.

Supt. Frank E. Parlin, of Quincy, Mass., concludes his annual report as follows: "Had I a child he would not go to school with my consent before the age of seven, and I should expect him at the age of fourteen to be much better developed and much better educated than if he entered school at the age of five." This statement has aroused some little discussion among the educators in the vicinity of Boston.

President Eliot says, "I believe that the boy or girl who enters the kindergarten at four and goes to a public or private school at six will get a better start than one who begins his school life at seven."

Supt. Edward P. Seaver, of Boston, says, "As a rule I think no harm can come to healthy children if they begin their school career at five."

Supt. George I. Aldrich, of Brookline, does not think children are sent to school at too early an age.

Supt. Francis Cogswell, of Cambridge, believes in the Cambridge system, which takes children off the streets, and places them in the kindergarten department at ages ranging from three and a half to four and a half years.

Summer Travels of Teachers.

Hotels and Boarding-Places Abroad.

(Continued from last week.)

The hotels and boarding-places, of which the addresses are given below, are recommended by the Teachers' Guild, of England. They are neat and comfortable, and most of them, as will be readily seen, are comparatively inexpensive. Prices are for board by the week, unless otherwise indicated.

Scotland.

Aberdeen, Aberdeenshire: Miss Cattanach, 8 Brighton place. \$7.50.
 Macduff, Banffshire: Rev. A. Drummond, The Manse.
 Inverness, Inverness: The Caledonian hotel.
 Kirkwall, Orkney: Temperance hotel. \$10.00.
 St. Andrews, Fife: Mrs. Robert Haxton, 45 Argyle street.
 Kirriemuir, Forfar: Archibald Campbell, Airlie Arms hotel. \$1.50 per day.
 Edinburgh, Midlothian: Miss Donaldson, 4 Stafford street.
 Perth, Perthshire: D. Y. Proudfoot, Waverly hotel, York place.
 Melrose, Roxburgh: Anderson's Temperance hotel.
 Stirling, Stirlingshire: The Waverly Temperance hotel.
 Inverary, Argyllshire: John Thomson, Thomson's Temperance hotel. \$8.00.
 Iona, Argyllshire: Mrs. McFarlane, Staffa cottage.
 Ayr, Ayrshire: Mrs. A. Buyers, 32 Queen's Terrace.
 Rothesay, Bute: Dr. Philp, Glenburn, Hydropathic.
 Loch Lomond, Dumbartonshire: Mrs. Clark Collichippen, Luss Glen.
 Dumfries, Dumfries: Palmer's Temperance hotel.
 Glasgow, Lanarkshire: Mrs. Macindoe, Kerrsland Terrace, Hillhead.
 Kyleakin, Skye: Mrs. Turner, Kyleakin hotel.

Denmark.

Svendborg, Funen: H. S. H., near railway station, Frk. Marie Hansen.
 Copenhagen, Zealand: Hotel Monopol in Kongens Nytorv.
 Kallundborg, Zealand: H. S. H., middle of Cordilgaden.

France.

Angers, Anjou: Hôtel de Londres, Quai Ligny.
 Dyon, Bourgogne: Hôtel Bourgogne.
 Brest, Bretagne: Grand Hôtel de Morgat, par Crozon, près de Brest.
 Argelès, Gascogne: Maison Laborde.
 Rosendaal, Flanders: Villa des Roses, Pension Internationale.
 Fontainebleau, Ile de France: Hôtel Victoria.
 Montmorency, Ile de France: Mdme. Monier-Grimaud, près de Paris.
 St. Quentin, Ile de France: Mdle. J. Reboul, 12, Rue de la Comédie.
 Paris: Mdle. Chevreau, 26, Rue Lubeck; Mdme. Quatremain, 176 Boulevard Malesherbes; Mdme. Amiel, 28, Rue Madame, near Sorbonne.
 Nîmes, Languedoc: Hôtel du Cheval Blanc.
 Lyon, Lyonnais: Hôtel Europe.
 Cannes: Miss Whiteley, Villa Valentina, Rue de Fréjus.
 Menton: Mrs. Norton, Villa Stella Bella.
 Monaco: Hôtel de la Condamine.
 Nice: Mrs. Busby, 38 Rue Cotta.
 Bayeux, Normandie: Hôtel Luxembourg.
 Dieppe, Normandie: Hôtel de France.
 Le Havre, Normandie: Mdme. Buchard, 40, Rue Frédéric Bellanger.

Mont St. Michel, Normandie: Hôtel Poulard, Aîné.
 Rouen, Normandie: Miss Bedells, 44, Route de Neufchatel.
 Boulogne-sur-Mer, Picardie: Mr. T. Zuccani, Hôtel Victoria, 4, Rue de Boston.
 Arles, Provence: Hôtel du Nord.
 Marseilles, Provence: Mdme. Brochier, Hôtel Breteuil, 29, Rue Breteuil.
 Chamonix, Savoie: Abbaye de St. Jacob. \$8.00.
 Tours, Touraine: Hôtel du Faisan.

Germany.

Strassburg, Alsace: Pension Röther, Schiffentgasse, 29.
 Baden, Baden: Pension, Villa Blücher, Internationale, Gernsbacherstrasse, 100.
 Heidelberg, Baden: Pension Anglaise, Anlage, 49.
 Freiburg, Baden: Pension Internationale, Friedrichstrasse, 37.
 Bayreuth, Bavaria: Herr Uhrmachermeister Zehnter, Richard Wagnerstrasse, 22.
 München, Bavaria: Hotel de l'Europe.
 Nürnberg, Bavaria: Hôtel Strauss.
 Berlin: Pension Beck, Halleschestrasse, 20.
 Potsdam, Brandenburg: Fräulein Klee, Sans Souci, Mauerstrasse, 11.
 Hamburg: Pension Winkel, Internationale, Ernst-Merkstrasse.
 Göttingen, Hanover: Fräulein Stegemann, Hainholzweg, 46.
 Hannover, Hanover: Pension Brendecke, Marienstrasse, 8A.
 Neustadt, Hartz Mountains: Hotel Pension, Hohnstein.
 Darmstadt, Hesse: Frau Nover, Grafenstrasse, 27.
 Frankfurt am Main, Hesse: Miss White, Anglo-German Pension, Eiserne Hand, 33.
 Mainz, Hesse: Hotel d'Angleterre.
 Weisbaden, Hesse: Pension Anglaise.
 Lübeck, Lübeck: Fräulein Tollens, Cronsford Allée, 35A.
 Bingen, Rhein Preussen: Hotel Germania.
 Bown, Rhein Preussen: Frau Spatz-Thron, Quantiusstrasse, 9.
 Coblenz, Rhein Preussen: Fräulein von Eicken, Oberwerth.
 Dresden, Saxony: Frau Banck, Lüttichaustrasse, 14.
 Leipzig, Saxony: Pension Müller, Querstrasse, 14.
 Schandau, Saxony: Hotel Stadt Berlin.
 Breslau, Silesia: Pension Engler, Feldstrasse, 10.
 Eisenach, Thuringia: Pension Schultes, Grabenthal, 18.
 Jena, Thuringia: Miss Snell, Lutherstrasse, 10.
 Weimar, Thuringia: Frau Bessier, Villa Bessier, Wörthstrasse, 37.
 Stuttgart, Wurtemberg: Pension Rütling, Olgastrasse, 31.

Belgium.

Antwerp, Antwerp: Hôtel du Commerce, Rue de la Bourse.
 Brussels, Brabant: Mdme. Allante, 11, Rue Jourdan.
 Ghent, East Flanders: Hôtel Royal, 7, Place d'Armes.
 Ostend, West Flanders: Mr. D. W. Williams, Villa Salambô, 66, Rue Royale.
 Bruges, West Flanders: Mrs. Dear, Pension Internationale, 4, Rue Anglaise.
 Rochefort, Namur: Hôtel Biron.

(To be continued.)

A list of Hotels and Boarding-Places in England, Wales, and Ireland was published in THE SCHOOL JOURNAL of May 30. The list for Holland, Austria-Hungary, Greece, Italy, Sicily, and Switzerland will be given next week.

In and Around the Convention City of 1903.

An Old-Fashioned Town.

By WILLIAM S. BIRGE, M. D., Provincetown, Mass.

Away down on the tip end of Cape Cod, on a narrow strip of land scarce two miles across, where the deep roar of old ocean is ever heard, lies a quaint, old-fashioned place whose history dates back to the first landing of the Pilgrims, before the settlement at Plymouth was thought of.

Provincetown reminds one of some foreign land. Its front street extends for three miles along the water's edge, and is so narrow in places that two teams can barely pass each other. The wooden houses are built close together, and one meets with a strange admixture of race elements among the people. The dark-skinned features of the Western Island Portuguese predominate, for they form about one-half the population. Then come the ruddy-faced Scotch type from Nova Scotia and Cape Breton, and last the native-born American, who comprises something like one-third of the sum total.

The male members of this community are among the toilers of the sea, gaining their precarious living from the depths of the ocean. Aside from those engaged in mercantile pursuits, there is scarce a lad over sixteen years of age who is not in some way connected with the fishing industry. Cod, haddock, and mackerel fishing are carried on. Fresh, salt, and dried fish are shipped to all parts of the country. The whale fishery, which at one time was a flourishing industry, is still carried on to a limited extent, but in these days the crews are made up principally of West India negroes.

The Portuguese were first brought to Provincetown by the whalers who put in to the Azorean islands to recruit provisions and crew. This was many years ago, and they have been steadily increasing in numbers ever since. They make good citizens, prudent and saving, and a large number own their homes.

On the eleventh day of November, 1620, the Mayflower, partially disabled by beating about the Atlantic, her crew worn out with anxiety and privations, anchored in Provincetown harbor. Before landing, all signed a compact agreeing to unite themselves together into a body politic for the planting of a colony either there or at some other point on the coast, as might seem practicable. They then chose Mr. John Carver, governor. It was here that the first death occurred, the wife of one of the Pilgrims being drowned in the harbor. Later on the first birth took place, and the child was named Peregrine White. Several excursions were made in the ship's boats to various parts of the cape, but finally the planting of a colony there was abandoned, and the Plymouth of the new world was established a little later on. A handsome memorial tablet at present stands in the town hall yard commemorating the first landing of the Pilgrims, and the Pilgrim Memorial society will, without doubt, in a short time have completed the raising of fifty thousand dollars for the erection of a handsome monument on the highest hill in the place, given by the town to the society for this purpose. The state has promised twenty-five thousand dollars when a like amount shall have been pledged the society by private individuals.

As a summer resort Provincetown is unexcelled by any place on the Atlantic coast, and is growing in popularity every year. The quietness of the place, the kind-hearted fisher folk and their families, the bathing,

boating, and fishing all go towards making it an ideal spot.

A board walk extends the whole length of Commercial street for three miles along the water front, making a magnificent promenade for people who are fond of walking. Two-horse open barges run thru the town during the summer months, at intervals of twenty minutes, a five-cent fare being charged each way. Among the many pleasant drives to be taken is one over the state road across the sand dunes to the Race Point life saving station on the back-side of the Cape. Here the genial Captain Fisher takes especial delight in showing to visitors the paraphernalia of the service, and going thru the exceedingly interesting drill which the crew are obliged, by the government regulations, to execute at least twice a week. Another interesting ride of seven miles may be taken to the Highlands of Cape Cod, where one of the largest lighthouses on the coast may be inspected. Here also, on the very edge of the bluff, stands a little cottage commanding a broad view of the Atlantic. For many years Mr. I. M. Small has telegraphed marine reports to Boston of all vessels passing the Highlands, and often the first news of some long overdue vessel, to gladden the hearts of anxious friends, is sent over the wire from the little signal station on the back-side of the gray old cape.

In the early fall, when the vessels come home from the Grand Banks, it is interesting to watch the "making" of cod fish. Thousands of the salt cod are taken from the vessels and spread out to dry in the sun on light wooden frames called "flakes." After being thoroly dried they are sent to all parts of the country in the form of common cod, boneless fish, and other more elegant preparations.

The vessels of the fresh fishing fleet are among the finest of their class in the world, and seen at a distance, coming into the harbor with all sail set, they resemble in appearance gentlemen's pleasure yachts.

Two New York artists have erected handsome studios and conduct a summer school here, bringing many of their pupils with them.

The New York Yacht club makes Provincetown harbor a stopping place on the annual cruise, and the hundred or more yachts of various kinds and sizes form an exceedingly pretty picture. The Cape Cod club has headquarters here, and every August a three-days regatta is held, yachts from Boston, Marblehead, Gloucester, and other parts of New England participating in the races.

One of the old time customs, observed nowhere else except it be in Nantucket, is still in force here. This is the heralding of any important event by the town crier, that official going thru the streets ringing his bell, and stopping every few moments to proclaim his message.

There are numerous hotels, cottages, and boarding houses where the visitor can be entertained, and also a sanatorium where the invalid can receive proper care and attention.

In the fall and winter this coast is often visited by tremendous gales, and many a staunch vessel has found her last resting place on the back of Cape Cod. Between Long Point light, which guards the entrance to Provincetown harbor, to Wellfleet, a distance of only fifteen miles, there are six life saving stations, which shows that the government of the United States appreciates the danger to which those that "go down to the sea in ships" are exposed in this locality.



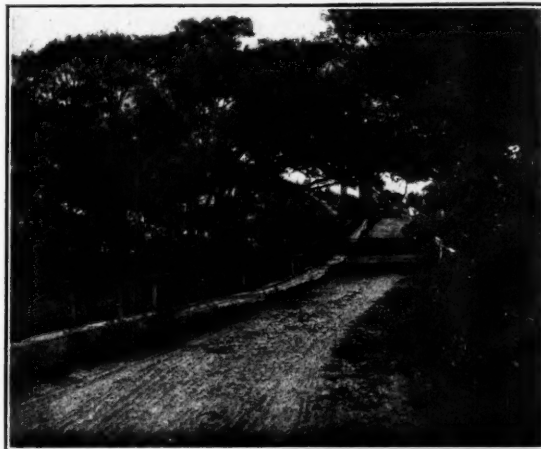
Provincetown from the Water.

What You Will See in Boston. V.

By Frederick W. Coburn.

The Municipal and Metropolitan Park Systems.

Do not go away from the Hub without at least a few glimpses into its admirable parks and breathing grounds—with which no city of the world is better equipped. Indeed, this is one of the features that makes metropolitan Boston, in spite of its long winters and searching east winds, probably the most delightful community in America to live in. For a detailed account of the park system I must refer you to the N. E. A. guide-books, and, particularly to the "Boston Park Guide," written and published by Mr. Sylvester Baxter, art critic of the Boston Herald, and secretary of the preliminary Metropolitan Park Commission. One suggestion, however, for classification of the Boston places of recreation may be useful in helping you to choose what to look into of all the wealth of material presented here. It is an immense aggregation of great and small parks covering more than 14,000 acres, but the various reservations of the municipal and metropolitan systems may be divided into those that appeal either to your sociological or to your natural history tastes. That is to say, you will want to visit one or two of the former kind for the sake of the study of humanity; of the latter, for the sake of beautiful nature.



West End, Provincetown.

In the one class I should include the Charlesbank park, Franklin field, Marine park, Revere beach, the historic Common, Wood Island park and the playgrounds in the North End, Charlestown, and North Brighton. Under the latter head I should place the Public Gardens, Commonwealth avenue, the Parkway (including the Charlesgate, fens, and riverway); Leverett park, Jamaica park, Arnold Arboretum, Franklin park, Stony Brook woods, Blue Hills reservation, Middlesex fells, Beaver Brook oaks, and Lynn woods.

Charlesbank Park.

What you will choose to inspect from the former category depends, of course, somewhat upon taste. In a general way, if you want to see a playground that closely complements the public school system, you had better, considering its interest and accessibility, spend considerable time at the Charlesbank park, which extends along the shore of the Charles river for a stretch of something like half a mile between West Boston and Craigie bridges. Here, close by the densely crowded West End, and within easy reach of the populous foreign districts of the North End, open to the prevailing summer breezes from the broad basin of the Charles river, you will discover a narrow park admirably equipped with opportunities for rest and recreation for the vast population served.

This is Boston's most useful playground. Here, in the

cool evening, you will note little mothers with children who must otherwise have perished for lack of fresh air.



A Fish Wharf, Provincetown.

The Charlesbank free, open gymnasia, which are utilized to their utmost capacity during the warm months, are said to have been the first institutions of their kind in this country, and still lead as the most complete of their class in the world. At the northerly end of the grounds is a gymnasium for men and boys, with excellent cinder-path for running and bicycle practice; with apparatus of the most approved kind, the whole institution being in charge of a first-class professional athletic instructor who gives free training to all who wish it and advice as to the best means of physical development, based upon Dr. Sargent's system of physical examination. Many of the strongest young athletes of the United States received their training here at Charlesbank.

Nor are the women and girls neglected, for, at the southerly end of the park, they have their gymnasium combined with a playground and *creche* for children. These grounds are carefully screened by shrubbery, so that they are not open to public gaze. Within, you will find a running track and a well-kept lawn, where little children from the tenement houses may play on the grass under the eyes of their mothers or other attendants, for whom a long row of covered seats has been provided. Some sand courts for the children are also there, which have long been immensely popular with the little ones. The women and children's department is in charge of a committee of the Massachusetts Emergency and Hygienic



Sand Dunes, at Provincetown.

Association, with trained women superintendents and assistants.

Amid Sea Breezes.

Charlesbank, being but a short ride or walk from the state-house and the business center of the city, is probably the most profitable of the Boston recreation grounds to visit, if you can see only one. There are, however, numerous other portions of the park system devoted to this philanthropic kind of work, amongst which you will not fail to note Revere beach, a stretch of fine sand, where, for an extent of nearly three miles, the state has created a reservation, with an admirable bath-house furnishing bathing suits and lockers at an almost nominal rate to those who wish to patronize them, where, on a warm evening, or on Sunday, you will sometimes find well-nigh 100,000 people disporting themselves—a sort of Coney Island, this; but Bostonized, municipalized.

Not less interesting, at the extreme end of the peninsula of South Boston, is Marine park, said to be the greatest rendezvous for yachting in the United States. And the people who go yachting from here are not, for the most part, millionaires. Hundreds of little pleasure boats of all kinds, public and private, are docked at this point, for it is the policy of the park commission to encourage individuals in making use of the various conveniences offered. Public craft—row-boats and canoes—at very reasonable rates of fare can be had here, and you can, in no better way, see a bit of Boston Harbor than to hire a boat for an afternoon.

Then there is the great pier at City Point, which terminates at a little artificial island. This is a double-decked structure upon which thousands can sit in the midst of ocean breezes, watching the shipping as it goes in and out of the harbor, and, at the entrance of the pier, you discover a picturesque building designed by Edmund M. Wheelwright, for many years Boston's city architect, and author of the monumental work on school-house architecture, of which *THE SCHOOL JOURNAL* recently published a long review. This structure contains 500 dressing-rooms for bathers, a restaurant, and other conveniences for the people. The interesting feature, in a general way, about this Marine park is that it furnishes an ideal outlet for South Boston, a region of rather poor and unlovely tenement houses. As an example of what Boston is doing for its own socialization you will find it hardly less interesting than Charlesbank.

Amongst these recreation grounds you could easily spend a week, for there are numerous others, such as the Wood Island park, a local pleasure ground for East Boston, covering an area of forty-six acres saved from tide-flooded marshes and admirably adapted to various recreative uses, and, again, thruout the heart of the city, you will find recreation piers, small playgrounds where boys may play baseball and other games, and public bath-houses located in convenient spots. But, perhaps, in the heated season of the convention time, you may take more delight in seeking out the rural rather than the urban parks for exploration. No large city is more easily dropped out of sight than Boston.

The Arnold Arboretum.

One institution of nature-study interest, which, above all others, you must not miss, is the Arnold Arboretum in Jamaica Plain, which you will reach from the heart of the city by means of a Jamaica Plain car from Park street or Dudley street. This park, a department of Harvard university, is beyond peradventure the foremost "tree museum" in the world and one of the largest scientific gardens. Arming yourself with some good botanical handbook—such, perhaps, as the little book on "How to Study Trees," published by E. L. Kellogg & Company—you cannot do better than to spend at least one afternoon at the Arboretum, which is essentially a beautiful park of an area of 222 acres of hill and valley, set out with every kind of tree, shrub, and flowering plant that can possibly be induced to thrive in this climate.

The present shape of the Arboretum is due to co-operation of the city of Boston with the university, whereby

it was made a distinct feature of the park system, containing driveways and walks just as in the neighboring Franklin park or in the reservations about Jamaica pond. There are about two miles and one-half of first-class park roads constructed thru the Arboretum, and more will be opened presently. The Forestry building, built by Hollis H. Hunnewell, and devoted to the study of trees, is well worth looking into, for there you will find the cones of the Arboretum's collection of conifers, which can hardly be surpassed anywhere, and a collection of specimens of wood given by Mr. Morris K. Jessup in duplication of a similar gift made by him to the American Museum of Natural History in New York. In this building is the office of the director of the Arnold Arboretum, Prof. Charles Sprague Sargent, of the chair of arboriculture at Harvard university and author of two of our most monumental botanical works—his report as chief of the Forestry Division of the Tenth Census and "The Sylva of North America." Professor Sargent recently left Boston for the Far East, where he will make collections for the Arboretum in China and Siberia.

One of the facts you will especially be struck with in the Arboretum is that it represents the highest present perfection of the art of landscape architecture which has been more successfully practiced about Boston than anywhere else in this country. Much of its seemingly natural beauty is due to the skill of Mr. Frederick Law Olmsted, the designer of most of the Boston parks, of Central park in New York, Prospect park in Philadelphia, and Golden Gate park in San Francisco, and the site of Stanford university at Palo Alto. Many people believe that in the Arboretum he achieved his most wonderful success. Certainly we have in it a beautiful unity, dependent upon scientific arrangement, beginning with the magnolias and ending with the conifers—an arrangement that never obtrudes, tho it gives an agreeable sense of completeness. The larches, ashes, mulberries, oaks, tupelos, elms, hornbeams, yews, catalpas, beeches, locusts, firs, and chestnuts—to mention a scattering few out of a total of over sixty genera with almost unnumbered species—are all brought down to the road for the enjoyment of those who ride or walk, but it is left to the botanist, the landscape architect, the horticulturist, to discover how systematically they have all been grouped.

This system of groups is in several cases responsible for the great beauties which the Arboretum has to show. For instance, the wonderful and golden flowering of the thousand and more forsythias in the early weeks of May, and about June first, the unparalleled display of lilacs—more than 350 distinct varieties, comprising by long odds the largest collection in the world; and a little later the bloom of the wistaria and the blossoming of the Japanese cherry trees. Much of this floral loveliness will have passed in July, but the crowning feature of the Arboretum you may at any time visit—the Hemlock Gorge, so-called, which one reaches from the southeast gate. Here the cool full-grown hemlocks cover a little hill from which they descend to a brook that has eaten out a ravine at its base. There are thousands of these hemlocks, many of them equal to the finest specimens in the north woods, and all conjoined in a solemnity of shade that transports the visitor far from all contagion of the city. Here you get a bit of the primeval forest almost in the heart of Boston, untouched by axe and unharmed by fire since Colonial times. That this should survive in a great American city is proof of the watchful conservatism with which some of the choicest woodland assets of this New England community have been guarded.

While you are out at Jamaica Plain, you must run over to Jamaica Pond, which is also included in the park system, and near the banks of which you will do well to visit the site of the residence of Francis Parkman, the historian, who was one of the most enthusiastic of the Boston horticulturists and landscape enthusiasts. And, while we are on this subject, let me note that the celebrated Boston culture has of late years become, to a considerable extent, a matter of horticulture, and that if you wish to

(Continued on page 686.)

SUMMER TRAVEL GUIDE

THE LONG SUMMER VACATION affords the teachers of the United States, who number nearly half a million, a glorious opportunity to become familiar with some of the wonders of the land in which we live. Every teacher is planning for some special trip as a means of study or pleasure. This year many delightful trips have been arranged in connection with the National Educational Association convention to be held in Boston, July 6-10. Other excursions of interest will be features of the meetings of the various teachers' associations, among them the state conventions of New York, Pennsylvania, Ohio, Arkansas, Maryland, Kentucky, Virginia, Tennessee, Georgia, and others.

Teachers who attend the summer schools, which are located in every state, or the great summer institutes, such as Martha's Vineyard Summer Institute and the one at Chautauqua, will have an excellent opportunity to become acquainted with the scenery and natural history of the localities where these are situated. Then there are the splendid opportunities of recreation, sight seeing, and good fellowship of personally conducted tours abroad. The vacation outings add largely to the interest which the teacher carries back to the school-room in the fall.

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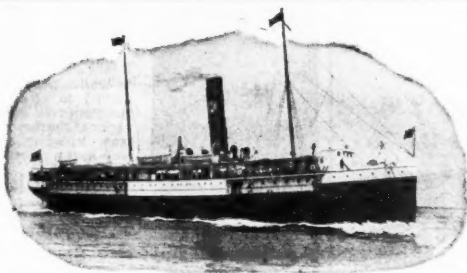
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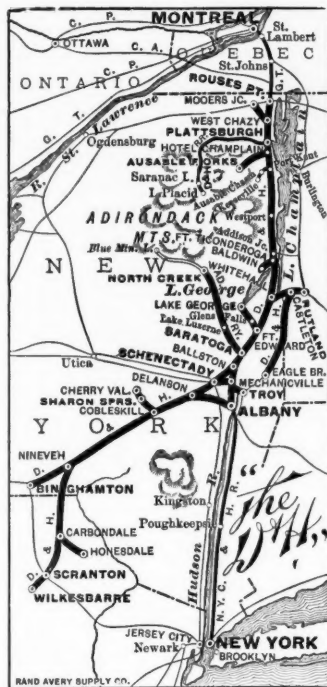


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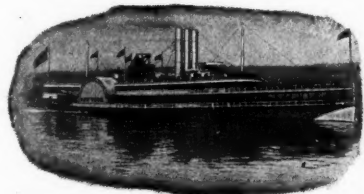
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should add up the different amounts of proteid,
fat, and carbohydrate found in the foods. The
computing cards should be used at each
meal. In the evening you can find out whether
you have taken too much of one kind of food or
not enough of another."—Mary Moulton Smith.)

Mother's slow at figures, but she always
has to count

The proteids to see that we secure the
right amount.

She keeps a pad of paper and a pencil
near the sink,

And estimates our victuals—all the
things we eat or drink.

She lists our carbohydrates and she scrib-
bles down the fat,

And our specific gravity she always
watches that.

Mother's slow at figures, but she wants
to do her best.

She's listened to the lectures until she is
possessed

Of scientific demons and a regulating
card—

And while she chews her pencil all the
eggs are boiling hard.

She gets bewildered with it, and she has
to balance up,

And the coffee is so sturdy that it almost
cracks the cup.

Mother's slow at figures—so our break-
fast's always late;

The proteids and the hydrates make the
task for her too great.

We never get a luncheon, for she figures
on till noon,

And finds we've overdone it, and that
almost makes her swoon.

Mother's tabulating every pennyweight
we eat—

Except the meals we smuggle from the
restaurant down street.—Chicago Tri-
bune.

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England, is commodiously situ-
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And after slay.

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A Thief at night.

An Eagles flight
Is out of sight.

The Idle Fool
Is whipt at School.

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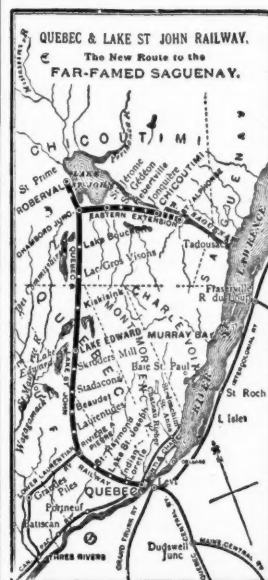
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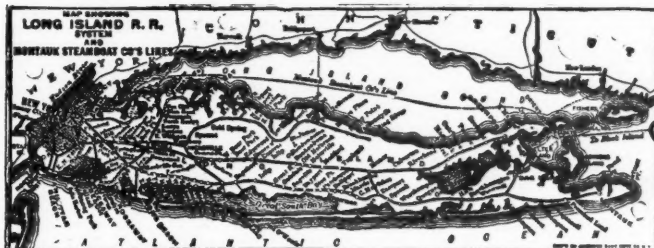
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What to See in Boston.

(Continued from page 676.)

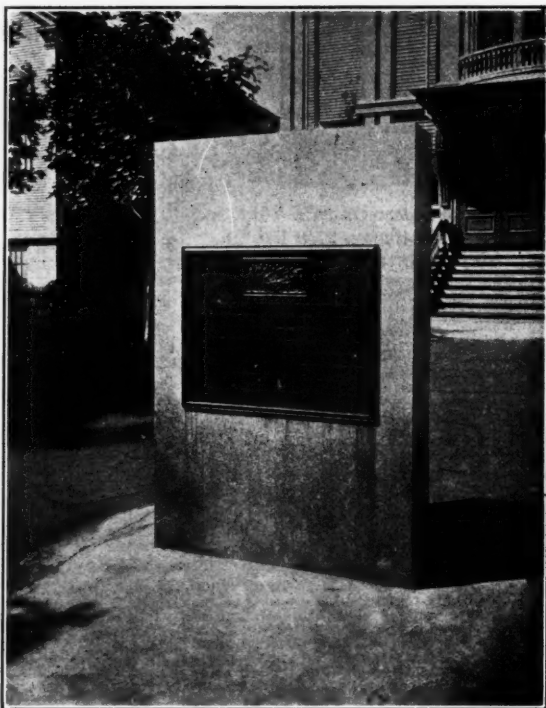
see it at its best you will need to get acquainted with the work of the Massachusetts Horticultural Society, founded in 1829, and now having a membership of nearly one thousand. The building, which stands opposite the new Symphony hall in the uptown Back Bay district, is one of the ornaments of what seems destined to succeed Copley Square as the center of cultivated Boston; but the effects that emanate from this building and its society are to be found everywhere in Boston suburbs—in Mrs. John L. Gardiner's estate in Brookline; in the Hunnewell and Sargeant estates; the Botanic Gardens, the Ames and Gilman estates at North Easton, and even in the Roebling estate at Trenton, New Jersey.

But to get back to our parks. Franklin park, in West Roxbury, is another of Mr. Olmsted's magnificent creations, with its Playstead, its Greeting, its Music Court and Little Folks' Fair, deer park, tennis ground, golf links, and Long Crouch woods. Covering about a square mile of territory Franklin park is distinctly comparable to Central park, in New York city, in usefulness, and in landscape attractiveness possessing distinct advantages over that stretch of ground. One of the peculiarly clever creations of Mr. Olmsted in the laying out of Franklin park is the way in which the Blue Hills of Milton, the highest point of land anywhere to be found along the Atlantic coast, tho separated from the park by a populated stretch of country, has still been incorporated, as it were, as a part of the system. The same thing is true of Stony Brook woods, a rocky wilderness of 475 acres in West Roxbury and Hyde Park.

The Neighborhood of Middlesex Fells

In another part of the greater Boston, that is to say, to the northward, in the towns of Malden, Melrose, Medford, Winchester, and Stoneham, is a rugged tract of land prevalently wooded, known as the Middlesex Fells, a region of cliffs and picturesque waterfalls, which by reason of its sterility was never well cultivated or populated, and which, in 1899, was taken over by the Metropolitan Park Commission. That it has always been a proper spot for a woodland park may be seen from an entry by Governor Winthrop of the date of December 7, 1632, in which it is stated that "The governor, Mr. Nowell, M. Eliot, and others, went over Mistic river at Medford; and, going N. and by E. among the rocks about two or three miles, they came to a very great pond, having in the midst an island of about one acre, and very thick with trees of pine and beech; and the pond had divers small rocks standing up here and there in it, which they therefore called Spot Pond. They went all about it upon the ice. From thence (toward the N. W. about half a mile) they came to the top of a very high rock beneath which (towards the N.) lies a goodly plain, part open land and part woody, from whence there is a fair prospect; but it being then close and rainy, they could see but a small distance. This place they called Cheese Rock, because when they went to eat somewhat they had only cheese (the governor's man forgetting for haste, to put up some bread)."

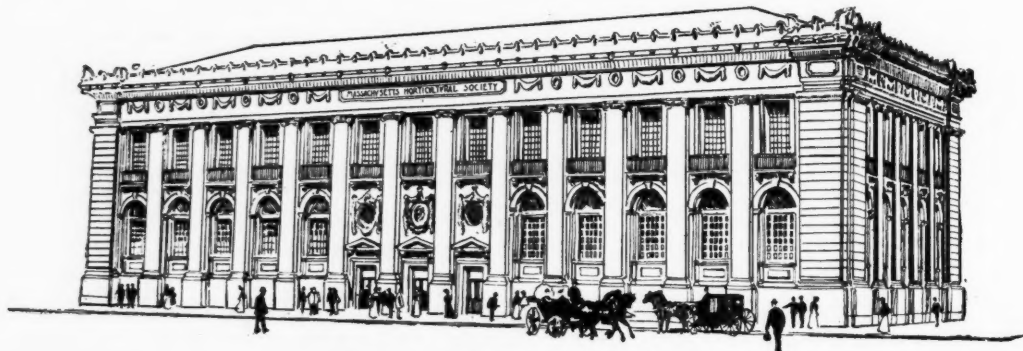
The Middlesex Fells, the name of which was proposed by Mr. Sylvester Baxter, are not exactly a popular pleasure ground, are not so intended to be; but rather preserve a stretch of some 3,200 acres of wild woodland penetrated



Tablet Commemorating the Landing of the Pilgrims.

by well-graded carriage roads. In other words, the effect of a drive thru the Fells is not at all dissimilar to that of a drive thru the mountain regions of central New Hampshire with this exception, that nowhere will you note a trace of the woodchopper's devastating axe.

Altho only six or seven miles at its southern entrances from the golden dome of the state-house, you might, while in the heart of the Middlesex Fells, imagine yourself almost anywhere in the north woods. There are, however, points, particularly on Cairn hill, where you may look down into the densely-populated Boston basin and realize that man and nature are not far apart. Several beautiful lakes, now used as reservoirs by the Metropolitan Water Commission, but in nowise spoiled by such use, add variety to the forest landscape. One of the pleasantest ways to go into the Fells is by way of Pine Hill, Medford, of which a view is here shown, and from which the prospect is surprisingly fine. Spot Pond, which lies in the center of the Fells reservation, is a rather large sheet of water and exceedingly beautiful. If, for any reason, you do not feel like taking a trip into the White mountains, hire a conveyance for an afternoon's drive thru the Fells.



BOSTON'S NEW HORTICULTURAL HALL.

The finest Building in the World devoted exclusively to Fruits and Flowers.

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

A pleasing medium for decoration, which may be found of use for kindergarten work, is keroo. It is nothing more nor less than sealing-wax, and it can be used for a multiplicity of purposes. The outfit for working consists of a tripod of brass, surmounted by a plate of brass and asbestos, with an alcohol lamp underneath; a box of sealing-wax of any or all of the eighty-two colors, from which you may choose, and a simple tool for stirring.

A skilled worker can easily produce beautiful work with this outfit, while an amateur can make a strikingly bizarre effect with little thought. The material lends itself to the production of mosaic effects or the old-fashioned semi-opaque glass.

The Central School Supply House is making a specialty of anatomical models, and it is said to be the only house in the United States that manufactures them. The old models were imported from Germany. The American product is better in quality and in appearance and costs less.

An improvement in school desks has been devised by Robert G. Litsay, of Haskell, Texas. It is a sort of truck with hooks for raising the desk from the floor and permitting its being moved about the room. Easy cleaning of the rooms is the special object of this device. It may be adapted to any number of desks in a row, if so desired.

The Joseph Dixon Crucible Company has issued a pamphlet on "Plain Versus Rubber-tipped Pencils for School Use." It states that the tendency among teachers and school authorities is to return to the plain pencil. The reasons are that the rubber tip is the most expensive form of eraser, since pupils soon soil the rubbers and these are then useless; pupils will do better work with the plain pencil, and the rubber-tipped pencils are ready agents for transferring disease germs.

As manufacturers of papers for the fine printing and publishing trades, controlling their output from the raw material to the finished product, Dill & Collins, of Philadelphia, are in a position to meet any reasonable demand. Their papers are clean, soft, high in color, durable, and they present a line of exceptional uniformity.

Sydney A. Phillips, of New York city, is handling a twenty-year calendar, an odd and interesting contrivance, from which one can easily deduce the day of the week of any of the next twenty years at a glance. That is to say, any one can do this who has grasped the principles on which the calendar is constructed. It can be easily understood, and its curious appearance serves to increase the ardor of the beginner.

The Preferred Accident Insurance Company offers an exceedingly attractive accident insurance policy for the vacation months. The cost is low and the rates advertised in another column are specially arranged to benefit teachers. This company has offices in all the principal cities of the United States, but full particulars may be obtained from the main office, 290-292 Broadway, New York.

Redding, Baird & Company, of Boston, have received a contract for placing a new stained glass window at Phillips Exeter academy, Exeter, N. H. This will probably be one of the most beautiful windows in New England. The center will be a mass of blue iris with their leafage, the blossoms being in violet blue, variegated with gold. It will certainly be a most effective piece of work.

The school supply house of the J. L. Hammett Company, of Boston, which has been the New England agency for kindergarten supplies for more than twenty years, announces a slight change in policy. The New York office of this house has not handled the kindergarten supplies, but will do so in the future. The house announces that it is now prepared to supply a full line of these goods from either New York or Boston, to all points in the United States and Canada.

The officers of this enterprising house are: M. T. Rogers, president; H. H. Young, treasurer. The business of the New York branch has made a great gain during the past two years under the management of W. H. Shepard.

The Lothrop Publishing Company, of Boston, has recently published its first text-book. This is, "Training for Citizenship," an elementary text in civics, by J. W. Smith, formerly superintendent of schools in Bay City, Mich. The same house will soon bring out "King's Elementary Geography," the first of a two-book series in that field. Charles F. King, the author, is the master of the Dearborn school in Boston.

The committee on school libraries in New York city hopes to be able to advertise for bids for books for the libraries before July 1.

It is a bold request that an advertiser makes, when 3,000 superintendents, 400,000 teachers, and 15,000,000 pupils in the schools are challenged to improve on the "Wherewithal Method of Education" in its natural, logical, and normal forms of study. Froebel and Pestalozzi bequeathed their methods to the nineteenth century, but the Wherewithal method, it is claimed, is for the twentieth century. For elucidation see the advertisement in another column.

The new railroad of Canada, the Quebec and Lake St. John, has issued a beautiful brochure concerning the newest and grandest of Canadian summer tours, from Quebec to the falls of the Saguenay. The illustrations are well worth study, the more noteworthy being views of Quebec, the Ouitchouan Falls, Cape Eternity, and the Bay of Tadoussac. An interesting and realistic study of an old woman weaving homespun upon an old wooden loom, is especially striking and well done.

The Lake Superior Steam Heating Company, Ishpeming, Mich., has completed contracts for heating two buildings of the College of Mines and the East Houghton school, both of Houghton, Mich.; also schools at Newberry, Iron Mountain, and Sault St. Marie, Mich., and a central combination fan and direct system for the high school, manual training school, and Froebel school at Marquette, Mich.

All teachers of arithmetic, who are interested in the latest devices in that line, should send for the fundamental table and drill cards published by G. H. W. Kastrop, of Kankakee, Illinois. These cards give addition, subtraction, multiplication, and division tables, and oral and blackboard drills.

The Standard Crayon Company, of Lynn, Mass., owners of the largest crayon factory in the world, have issued a new catalog. It contains detailed descriptions of the different varieties of goods manufactured by the firm. Anything and everything along these lines is illustrated and nothing newer or better can be obtained anywhere.

The Pullman Automatic Ventilator Company has received permission from the board of education of Doylestown, Pa., to make a practical test of its ventilator in the public schools. This is a device arranged to be set in the window-sash. It consists of an automatic valve which conveys fresh air into the room; when a certain amount of foul air has accumulated turns so to let it out.

The Herman Mayer Manufacturing Company has been organized in Detroit, Mich., with a capital stock of \$35,000, to manufacture the Lorenzen arithmetical device, which consists of a board with colored disks. This is arranged for use with the children in the primary schools for rendering the lessons in number work easy.

Eighty Remington typewriters have been bought for the Chicago high schools.

"All About Venetian Iron" is the title of a little manual giving designs, methods, and tools recommended for use in this work by Robert M. Smith, supervisor of manual training in the Chicago public schools. It contains a number of progressive exercises in Venetian iron work which give many helpful suggestions and ideas to teachers of manual training.

In his preface the author claims for this kind of work several advantages: It teaches the principles of design; can be taught to both boys and girls; is the natural outcome of much of the kindergarten work; is intensely interesting to the children, and thoroly educational; combines training of the mind, eye, and hand, affords free scope to the creative powers, cultivates habits of observation and exactness, develops dexterity of hand. (Orr & Lockett Hardware Company, Chicago. Price, \$0.25.)

The New Jersey School and Church Furniture Company, of Trenton, has adopted a strike settlement plan which unions have not been able to overcome. The company has been employing about one hundred workmen and had never had any labor difficulties. The workmen recently joined the carpenters' union and demanded more wages and shorter hours.

The company posted a notice at once, setting forth that the factory would be closed down until machinery had been installed to take the place of the hand-workmen.

The company will, hereafter, make all its goods by machinery and will require practically none of the class of labor represented by the strikers.

Extension seems to be the order of the day with school supply people. The latest announcement along this line is that of the Grand Rapids School Furniture Company, which will enlarge its works this summer.

Plans have been prepared for a four-story addition, 150 feet long by sixty feet wide. Another story is to be added

to parts of the main structure. When the additions are complete there will be a factory building 600 feet long and four stories high.

The Acme Stationery and Paper Company has made millions of pads and tablets for school use. At present the company is specializing on a line of ten-cent tablets. It has a splendid line of note-books, composition-books, and spelling-pads.

The Michigan Central has in press a quaint souvenir of the Boston N. E. A. Convention, containing interesting accounts of Boston from Morary's Dictionary, 1694; Morse's Gazetteer, etc., and illustrated with fac-simile cuts from the New England Primer, Goodrich's History of the United States, Snow's Boston, etc. They will send it to any address upon receipt of a two-cent stamp.

Ames & Rollinson, 203 Broadway, New York, make a speciality of furnishing diplomas to schools in any desired quantities. They also do a large amount of excellent engrossing upon short notice. So large has the demand been for their engrossing that they have been obliged to open a special department for this kind of work.

A slate has been patented by Caroline B. Tompkins, of Jersey City, which contains most of the minor articles used by a child in school. The inner edge of the frame is grooved so that a ruler can slide up and down. The ruler is provided with a slate cleaner on one side and a pencil sharpener on the other. The side frames hold pencils and pens. The letters of the alphabet and the numerals ornament the top of the frames.

The Kny-Scheerer Company have moved their department of natural science to the third floor of the building at 225-233 Fourth avenue, New York. This gives ample space for showing to good advantage some of the wonderful things which they carry in stock. Any science teacher could spend a number of profitable hours in looking over the stock placed ready for inspection, and the company invite all who are interested to visit and inspect the cases.

During the past year E. J. Johnson & Company, 38 Park Row, New York, have greatly enlarged their facilities for producing blackboards. To such an extent has the business grown that their facilities and amount of production are not surpassed by any single producer in the business. The company is making a strong point of giving all business prompt attention and shipment, which should prove an important inducement to buyers, as during the last year all blackboard orders have been delayed from two to six months.

The company is also giving especial attention to finishing boards in a manner creditable to the firm and satisfactory to the user. It is desirable that school boards order articles along this line as early as possible, as the quarry owners are unable to handle the rush of orders which usually pour in during the month of July.

Some of the best places in this country for fishing are in Michigan, and can easily be reached by the Grand Rapids and Indiana Railway. It has long been called "The Fishing Line." Why, is well told in a booklet entitled "Where to Go Fishing." The illustrations are good and the copy is replete with information concerning bass, trout, muscallonge, pike, and pickerel.

The revival of the applied arts is, to a great extent, due to the spirit of manual training that now pervades the school. Of all the handicrafts there is none that gives greater dexterity to the hand than wood-carving, of which chip carving is an interesting branch. This subject has been well treated in the third of "How to Do It" series, published by the Art Craft Supply Company, of Chicago. The author, T. Vernetta Morse, tells us, and illustrates with many designs, how to accomplish this work.

The requirements of chip carving are few, consequently it is a craft that appeals to both the school and home. It has an affinity for the plain, severe lines of modern furniture, and is about the only style of decoration that can be used to advantage on old mission furnishings.

Egyptianized Clay.

An invention has been made by E. G. Acheson which is of great interest to teachers of clay modeling in the public schools. This invention consists in so treating clay and other earthy materials that the products made therefrom are of greater strength than is ordinarily the case, the shrinkage and warping in the process of drying and baking is reduced, and the solubility and plasticity of the material is increased. The importance of these improvements can only be appreciated at their full value by those thoroly familiar with clay and its workings.

The process of treatment is to place the clay in water with a little tannin in the solution. As little as one-half of one per cent. of tannin develops wonderful results, requiring thirteen per cent. less water than otherwise, to make the clay soft. The maximum effect of the process and treatment, however, seems to be obtained by the use of two per cent. of tannin in a ten-day treatment. The treatment consists merely in keeping the clay wet with water, so that tannin is

dissolved. In the burned form the strength of the clay is increased fifty per cent. while in the sun-dried form it is increased in tensile strength 350 per cent. Tests on many clays show this to be true.

The Acheson treatment removes the crackling tendencies of many clays. In cases where clay articles are to be made of a certain size, they can be made more exact by the Acheson process, as there is less shrinkage. Many of the plastic clays are off color, but non-plastic clays of desired color will be brought into service by the Acheson process. The name given by the inventor to the clay treated by his process is "Egyptianized clay."

Mounting Botanical Specimens.

The teacher of botany often meets with difficulty in showing specimens to a class. Too often some slight tendril or vital part has withered and accidentally been destroyed. When, too, an object is brought before the class close inspection is entirely out of the question, on account of the inability to handle the specimen without destroying it.

This difficulty can be overcome in the simplest manner, and why it has not a greater and wider use is hard to understand. Take the specimen, lay it on a piece of cardboard, place a piece of glass over it, and fasten board and glass together with any sort of paper pasted over the edges.

This will preserve the most delicate specimen from injury, and still leave it perfectly available for exhibition purposes and for study.

A School Exposition.

The great interest manifested in the exhibits at the Summer School of the South, at Knoxville, Tenn., in 1902, has led the managers of the school to provide a special building and to organize a regular exposition of school work, school books, pictures, apparatus for scientific laboratories, manual training tools, and school supplies of all kinds to be exhibited at the session of this school for 1903. This building is located at the center of the grounds, immediately fronting on the main thoroughfare. The main auditorium is only seventy-five feet distant, and all the chief lecture halls are in the immediate vicinity.

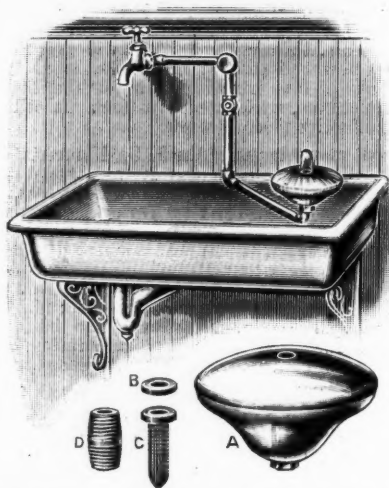
The exposition building is of wood, thoroly waterproof, well-lighted, and ventilated. The management of the school will supply water, light, janitor's services, and guards. It is expected that exhibitors will send their own representatives, but, if requested, the management will recommend reliable persons to look after the exhibits. The building will be kept open from eight in the morning until eleven at night.

A floor plan of the building will be sent on application. The space has been divided into rooms or alcoves, 17 x 21 feet, which will be rented at from \$130 to \$180 for the period of the school. A large number of concerns, sufficient to occupy half of this building, have already sent requests for space.

Ninety professors and lecturers have been engaged for the summer school, and everything points to an attendance larger even than last year. The manager of the exposition feature is W. W. Berry, Knoxville, Tenn.

A Hygienic Drinking Fountain.

A demand has always existed for a practical appliance which would do away with the germ-transmitting drinking-cup in schools. Such a device has been invented by Charles



H. Smith, a mechanic in the Yale Psychological Laboratory. It precludes the possibility of infection, can be set up easily, is simple in construction, and is cheaper and more durable than the drinking-cup. The accompanying cut illustrates fully the principles of construction employed.

A New Blackboard.

The inventor has always been as busy in the school supply field as in the other business activities in the world, so it is not surprising to learn that he has produced something new in the blackboard line. This is called Carbo-Slate and is a product placed on the market by The A. H. Andrew's Company, of Chicago. The manufacturers claim that it is superior to the hardest and smoothest Vermont stone slate obtainable, in color, hardness, marking, erasing, texture, durability, and cleaning qualities.

This material gets its name from the newly-discovered material, carborundum, which is used on the surface of the board. The crystals of the carborundum are ground into a fine powder by electrical appliances, and this gives a surface incomparable to any other ever made, surpassing in texture and hardness the best stone slate, and never becoming slick or glossy by use.

The backing is composed of an indestructible, non-absorbent material, said to be something entirely new. It is impervious to dampness, heat, or cold, will lay to the wall like plate glass, without cracking or warping.

The manufacturers also claim that it is the only perfectly smooth surface, dustless, slate blackboard made. It is made in sizes 3, 3½, 4, and 4½ feet wide, ½ inch thick, and in length up to twenty-four feet. The blackboarding weighs about a pound and a quarter to a square foot, is made in dark slate, soft velvety black, or mild green colors.

Hand-Made Silver Glass.

An important and interesting discovery in artistic and scientific glass making has been made after long experiment and investigation by John C. Baird, of Boston. Mr. Baird is no novice in the glass business, and the Nels Signal Glass, now widely used by railroads, was patented by him several years ago. But his newly-perfected silver glass promises to be his greatest achievement. This glass, which is manufactured by Redding, Baird, & Company, of Boston, is pure white. The rippling is effected by hand instead of being stamped by rollers, as it is in the cheap, translucent glass, but at the same time the methods of manufacture enable the makers to put it on the market at a small fraction of the cost of the other special light-increasing glasses. It may be used in the same sashes as ordinary window glass, and may be cut into any shape or size, thus obviating the necessity of an expensive refitting.

In the lighting of school-rooms of all kinds so much depends upon a glass that will effectually transmit, diffuse, and deflect the rays of light, and thus increase the light without resort to artificial means, that it is a matter of economy to put in the best glass for this purpose. The selection of Baird's Hand-Made Silver Glass by so many authorities for the use of schools where a diffused light is necessary, shows that its merits are appreciated.

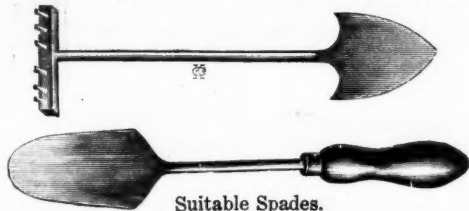
Dark school-rooms, where pupils permanently injure their eyes by overstraining them, might be made lighter, more healthful and cheerful, by lighting with this silver crinkled glass, which multiplies the amount of light that will enter at a given window space, at the same time softening and diffusing it all over the apartment.

In this case, science and art have combined to teach us that the wise use of translucent rather than transparent glass takes the edge off of dazzling, direct light, and at the same time diffuses it equally over the whole room.

Unless all signs fail, this silver-finished, translucent glass is to accomplish as much for the children's eyes and comfort as any one discovery or invention that has yet come into the school-architecture scheme. Every school official should look into the merits of the invention and see what it is capable of for the schools. Bad eyes and poor light are ruinous to all school work. Ordinary glass overlights some desks and underlights others. An attempt to remedy this by various kinds of inside blinds or shades too often makes a bad matter worse.

Some Botanical Appliances.

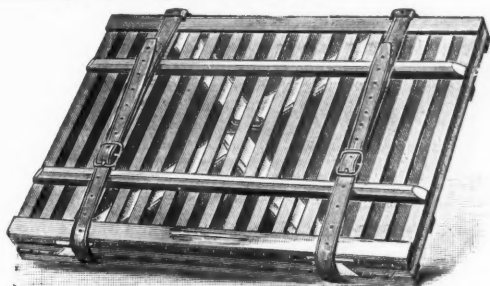
The essence of science work must be direct, individual observation. In no branch of science is this more true than in the study of botany. Too often in the past has the teacher been content simply to teach the subject thru the text-book,



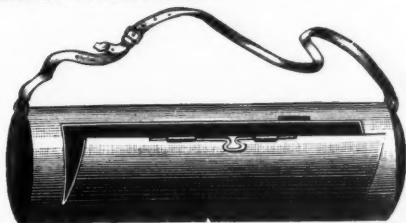
Suitable Spades.

or if specimens were used, to employ the first that were convenient. How much better is it to teach this subject, wherever possible, in the field, where the pupil can gain some idea of the appearance of the plant or flower as it actually is in its native environment! In every case attention should be directed to the relation of the surroundings to the plant and its adaptation to them.

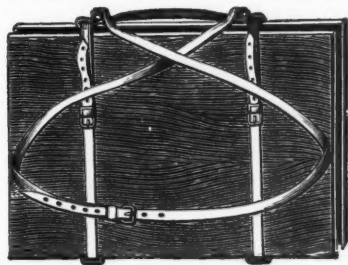
Having once determined that the field is the proper school-room for the teaching of botany, let us consider the necessary appliances. Perhaps good work can be done without anything in the way of equipment; but the designers of scientific apparatus have made such useful articles for the botanist's use that one can hardly do without them. In the accompanying illustrations, all of which represent articles kept in stock by the Kny-Scheerer Company, we find two varieties of spade or trowel. They are designed for different work. One would be useful in removing a plant with deep roots from the ground. The second would serve better for a shallow-growing plant to preserve the roots by taking up a quantity of earth with it.



Once having our plant well removed from the ground a receptacle is necessary to carry the prizes home in the best possible condition. The cans shown on this page are light, compact, and adapted in every way for this purpose. A good can for field work is almost indispensable. Carried within these tin walls the specimens are taken home protected, and they do not present the bedraggled appearance with which most botanists are so familiar.



The art of getting specimens ready for preservation demands pressing for many kinds of plants. Let us hope, too, that the day of pressing in family Bibles or Webster's Unabridged is a thing of the past. The modern plant press



does this work in a satisfactory manner, a great improvement on the methods of our fathers.

With these simple appliances beautiful, scientific, and satisfactory work can be done and the results will be much more satisfactory than if we had gone at our work without due preparation.

Light-Weight Eye Shade.

Everyone, most of all the school officer or teacher, knows the importance of good eyesight, how good work and good health depend upon clearness of vision, and how largely the order of the school depends on the ability to see well, on the part of the pupil. For years and years school boards and architects have wrestled with the problem of proper lighting, and the most desirable size and height of the windows. But in spite of all warnings people continue to abuse their eyes, to read in poor light and with the light shining directly into their eyes.



To obviate many difficulties that grow out of the constant using of our organs of sight, eye shades have been invented. These undoubtedly rest the eyes, keep out the glare, and permit better work to be done. The main objection to most of these appliances has been the weight, but the shade herewith illustrated was designed especially to avoid this difficulty. Now a shade can be used with the maximum of comfort with the minimum of weight.

The Educational Trade Field.

Amasa Walker has resigned his position as New England manager for D. Appleton & Company, to become manager of the educational department of Longmans, Green & Company. Mr. Walker is a grandson of Amasa Walker, the well-known economist, and a nephew of the late General Francis A. Walker, president for so many years of the Massachusetts Institute of Technology. Mr. Walker began his school-book work for the Harpers in 1894. In 1897 he opened their branch office in Boston, and remained at its head until their school books were sold in 1899. He was with D. C. Heath & Company for a short time, but resigned to open the Boston office for the Appletons.

The following have been appointed members of the Kansas Text-book Commission by Governor Bailey: Supt. George W. Kendrick, Leavenworth; Supt. H. P. Butcher, Argentine; Supt. A. B. Carney, Concordia; Supt. C. G. Swingle, Riley county; D. O. McCray, Topeka; J. C. Starr, Scott City; S. I. Hale, La Crosse; John Madden, Emporia. State Supt. I. L. Dayhoff is a member *ex officio*. It will be the work of the board to adopt books in May, 1904, for the high schools of the state.

At the annual meeting of the stockholders of the Joseph Dixon Crucible Company, the old board of directors, consisting of Edward F. C. Young, John A. Walker, William Murray, Joseph D. Bedle, Edward L. Young, George T. Smith, and George E. Long, was re-elected. Pres. E. F. C. Young, Vice-Pres. and Treas. John A. Walker, and Sec. George E. Long were re-elected by the directors.

The Remington Typewriter Company is to reward its employes for faithful service. All who have been connected with the company for a period of ten or more years are to receive a bonus of \$100 a year, to be paid in installments of \$50 every six months, on June 1 and at Christmas.

This resolution applies to all men as fast as they complete the ten years of service. The plan is revocable by the company at its will, and in the case of the men individually it is conditional upon faithful and good work. At present, 257 men are qualified to receive this generous bonus, which is in keeping with the strong reputation of the company.

The board of school libraries of Illinois recently selected "The Story of Ab," by Stanley Waterloo, now published by Doubleday, Page & Company, to go permanently into the higher grades. It received the unanimous vote of the board as the only existing book conveying, together with the fascination of a thrilling story, a graphic and thoroly scientific account of the conditions of pre-historic life.

Lemcke & Buechner, at the request of the trustees of the Columbia University Press, have made a contract to maintain the Press book-store, with a branch at the Horace Mann school, beginning July 1. The book-store will be fully equipped with bibliographical helps, students' text-books, new books of interest to teachers and students, the publications of the University Press, and drawing and laboratory instruments.

The Prang Educational Company have removed their Boston office to New York, combining it with the quarters at 5 West 18th street, New York.

Henry Holt & Company have incorporated under the old firm name, with a capital stock of \$250,000. Henry Holt is president; Roland Holt, vice-president; Joseph Vogelius, treasurer, and E. N. Bristol, secretary. Mr. Charles Holt has withdrawn from the business.

The house of Little, Brown & Company has issued an interesting sketch of its history. It appears that the firm traces its origin back to 1784. This is, therefore, the oldest establishment of its kind in Boston. Since 1898, when the business of Roberts Brothers was acquired, Little, Brown & Company have been publishing more books of fiction, in addition to law and subscription books, and books of a miscellaneous character.

W. H. Meyer is now representing the Spencerian Pen Company between New York and Chicago.

Stanley D. Tagg, the Maryland representative of Silver, Burdett & Company, reports great success with Ward's "Rational Method in Reading."

Mr. G. M. Holden, of Springfield, Mass., has had published the addresses delivered at the complimentary banquet tendered to Dr. Thomas M. Balliet in February. Mr. Holden believes the addresses are worth preserving, and mark an incident which will be cherished by every educator as showing a growth of public appreciation of the teaching profession.

An exhibition of educational periodicals, text-books, school furniture, and apparatus is to be held at the summer session of the North Carolina College of Agriculture and Mechanic Arts, at Raleigh, N. C., July 1 to August 1.

Mr. W. H. Ducker, who lately retired from the manager-ship of the New York office of Silver, Burdett & Company,

has entered the life insurance business. It is understood that Mr. Ducker received a flattering offer from the New York Life Insurance Company.

William H. Chambers, a well-known agent of the Spencerian Pen Company, died recently, after an illness of several months. He had been connected with this house for the past twelve years. His territory extended from Chicago to New York, including Illinois, Ohio, Pennsylvania, and New York state.

The committee appointed at the meeting of the dealers in old books has presented its grievances to Mayor Low. At the conclusion of the interview the mayor assured the committee that nothing would be done at present in regard to enforcing the junk dealers' ordinance so far as the book trade was concerned. He also informed the committee that the city ordinances are now being revised, and he expected that this particular ordinance would be revised so as to exclude specifically the bookseller.

A. Willard Morse, son of Jerome E. Morse, president of the Morse Company, of New York, is now located with the Chicago agent, L. E. Loveridge, 228 Wabash avenue. Mr. Morse is a graduate of Yale and has been in the New York office of the company for several years.

The National Summer school, devoted to training teachers in methods of instruction in public school music, has issued an announcement which, in artistic arrangement and appearance, is extremely pleasing. Light brown and cream are the colors employed, and the combination is excellent and well worth attention, as showing what can be done in this line of work. It is a decided relief from the conventional brochure. The National Summer school is ably managed by Ginn & Company. The corps of instructors for this year promises an unusually fine session.

The Texas legislature failed to re-enact the uniform text-book law at its recent session.

E. P. Dutton & Company announce that they have become the American agents of George Routledge & Sons, of London.

The public schools of East Chicago, Ind., are equipped with appliances for teaching manual training. The expenses of installation were paid by a number of the city's corporations.

W. S. Heitzman, formerly with Maynard, Merrill & Company, is now representing Ginn & Company in Kansas and Oklahoma.

The United Brethren Publishing House, of Dayton, O., has secured the services of W. G. Clippinger, formerly with Dodd, Mead & Company.

Mr. Chandler, who has represented Ginn & Company for a number of years in northern Illinois in connection with the Chicago office, has accepted a position with the New York Life Insurance Company.

The Practical Text-book Company is receiving many compliments concerning its work on business correspondence. This is in use in some of the best commercial schools of the United States, among them being commercial schools in Boston, San Francisco, Omaha, Pittsburg, Salem, (Mass.) Brooklyn, Grand Rapids, Mich., Logan, Utah, and Bowling Green, Kentucky.

John Wilson, for many years a proprietor of the University Press in Cambridge, Mass., died May 12. Mr. Wilson was the son of John Wilson, who emigrated from Scotland in 1846 and established in Boston the famed publishing establishment of John Wilson & Son.

His son learned the printing business thoroly, and, in 1879 with Charles E. Wentworth, founded the University Press. During its existence many remarkable books have been produced there. Many of the works of Holmes, Sparks, Prescott, Ticknor, Palfry, Judge Story, Quincy, Everett, Hilliard, Dana, Longfellow, Hawthorne, Whittier, Emerson, and Lowell were first issued from this press and gave it its world-wide reputation.

Mr. McNutt, the well-known school supply man of Buffalo, has just returned from a three months' trip to Europe. He says he was gone "just long enough to come back a better American than ever," which is saying a great deal for a man of his patriotism.

The general agent of the University Publishing Company, B. M. Howard, of Texas, died recently. He was born in Henderson, Texas, and was graduated from Sam Houston Normal school and Washington and Lee university. He was superintendent of schools at Mineola, Hillsboro, and Waxahachie. In 1885, he became the representative of the University Publishing Company.

WANTED—The services of some one with experience and ability to produce superior works on commercial subjects, especially bookkeeping. None but the best wanted. No attention paid to answers not giving full particulars of self. Address Schoolmaster, care of THE SCHOOL JOURNAL.

As has already been announced, the official guide book of the N. E. A. is to be published by Ginn & Company. The text is the work of Edwin M. Bacon, the well-known writer of descriptive and historical books pertaining to Boston and New England.

For the members and visitors to the convention this will be a souvenir guide book. It will be furnished by Ginn & Company gratis to each member at the first meeting of the association.

The publishers will make the publication attractive and satisfactory both in appearance and contents. As a piece of book-making it will be a fine example of the work of their celebrated Athenæum Press. It is particularly appropriate that they should prepare this souvenir, for their offices are situated on one of the historic spots of New England, the site of the old Hancock mansion house.

L. G. Newby, of Rand, McNally & Company, has been transferred from Wisconsin to Cook county, Illinois, and the state of Indiana.

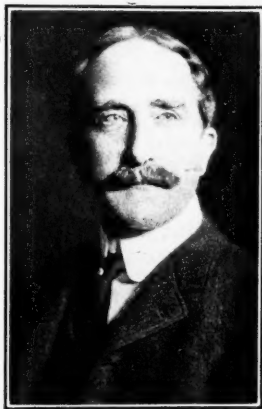
Richard Hardy, who severed his connection with the Prang Educational Company to accept an executive position with the New York Life Insurance Company, is said to be doing a large amount of business. THE SCHOOL JOURNAL hopes soon to hear that he has written his first hundred thousand policy.

Joseph K. Butler, formerly with Butler, Sheldon & Company as New York manager, is now with Peckham, Little & Company, in charge of the office supplies department.

A Successful Advertising Agency.

Since May 1 the Frank Presbrey Company has occupied its new offices in the Bancroft building, West Twenty-ninth street, being compelled to move from the John street office by rapidly increasing advertising business. This agency numbers among its patrons some of the most solid and representative advertisers in the world. The success of Mr. Presbrey has come thru hard work and original ideas, carefully planned, so that his success is thoroughly deserved.

Mr. Presbrey was born in Buffalo, where he began newspaper work on the *Courier* in 1873. He soon decided that a college education was a necessity, and so he went to Princeton university, paying his way by writing and reporting during vacations. Graduating in the class of 1879, with



Pres. Woodrow Wilson, he went West and became advertising manager of the Atchison, Topeka & Santa Fe and the Denver & Rio Grande railroads. From there he went to McPherson, Kan., where he became publisher of the *Weekly Republican*. Later he migrated to Ohio, serving as business manager of the *Youngstown News-Register*. Following this experience he spent eight years in Washington as a newspaper correspondent, establishing *Public Opinion* during that period. Then he became business manager of the *Forum*, leaving that position to enter the advertising field.

Mr. Presbrey's knowledge of advertising matters brings him into requisition as a lecturer before large advertising associations, and during the coming summer he is to deliver some lectures on this subject and business methods at the Chautauqua assembly.

A Well-Known Book-man.

Mr. Ripley Hitchcock, who was for several years literary adviser to D. Appleton & Company, has become associated with the well-known publishing house of A. S. Barnes & Company as vice-president and active literary adviser of the concern. Mr. Hitchcock, during his long connection with the Appletons, made several notable introductions of authors, including Gilbert Parker, Stephen Crane, Felix Gras, Emerson Hough, Ellen Thorneycroft Fowler, Stewart Edward White, and Edward Noyes Westcott. The numerous series of books which he has planned have ranged from juvenile

sets to series of business books and historical and biographical works.

The house of A. S. Barnes & Company was founded in 1838, and has enjoyed great popularity. Among its well-known historical publications, the standard "History of New York" has been attracting attention. In fiction, books by Zangwill, A. J. Dawson, Edwin Pugh, and Annie Eliot Trumbull are among the latest publications, while Good-year's "History of Art" and the work of Lyman Abbott, William Elliot Griffis, B. G. Northrup, Dr. George F. Lorimer, and many other standard authors indicate the range of the house's publications. Doubtless arrangements are in progress for some important extension of its lists, but announcements will probably not be made before the autumn.

New Quarters of the Morse Company.

During the past year the development of the business of the Morse Company has been so rapid that new quarters became an immediate necessity. These publishers have found ample and delightful accommodations in the elegant new building of the Bank of the Metropolis, 31 Union square, Broadway and Sixteenth street, where they extend a hearty



Bank of Metropolis Building.

welcome to their numerous friends. The new offices are spacious and light and afford an excellent view of down-town New York, the Hudson, and the Jersey shore.

The book list of the company has increased rapidly of late. The series of Morse readers by Superintendent Balliet, of Springfield, Mass., and Miss Ella M. Powers, and "Morse's Educational System of Copy Books," have been completed, as well as a history of the United States, and a series of arithmetics by grades. Adoptions are coming frequently. "The Quincy Graphic Arithmetic" on account of its original character has attracted wide attention. The house is getting its share of adoptions thruout the country, and it has been particularly successful in New England.

Oliver typewriters are thoroly and attractively described in a twenty-four page booklet from the Oliver Typewriter Company, Chicago. The illustrations give a clear presentation of each separate part, while the arguments are convincing and conservative.

The Prang Educational Company has placed a new box of water colors on the market. It resembles closely the old three-color box which the company has handled. The new box is somewhat longer than the old, thus giving room for a brush.

The Laing Planetarium Company recently sustained a considerable loss by fire. All damage was fully covered by insurance, and but ten days were lost in making the plant as good as new.

The Union-Castle Atlas, of South Africa, published by the Union-Castle Mail Steamship Company, of which Donald Currie & Company, of London, are the managers, contains twenty-one plates, printed in colors. The plates contain thirty-six maps and diagrams, together with a gazetteer index of more than 6,000 names. It opens with an account of the geographical features, the climate, and the mineral, and other resources of the land. There is a comprehensive map of South African railways and a guide giving fares and information in regard to them, and also coaches, mail carts, and bullock wagons which ply between the steam roads.

The Macmillan Company has issued a pamphlet containing a list of books which have been published recently on outdoor life and gardening. Descriptions of the books are given, and in some cases the contents. There are books on gardens, flowers, and ferns, on agriculture, horticulture, fertility, the soil, irrigation, vegetables, and everything that has to do with plant growing and gardening. Books of fiction are also included. A list is given of the volume thus far published in the "Garden Craft" and "Rural Science" series.

An Illustrated Language Manual.

The publication of "Composition and Rhetoric Based on Literary Models," by Rose M. Kavanaugh, of the Medill High school, Chicago, and Dr. Arthur Beatty, of the University of Wisconsin, is a matter of more than ordinary importance to English teachers, for in many ways it is an extraordinary book. The theories and practices of the great English writers, organized into what the authors call the "studio method," have been presented in a remarkably clear and helpful form for use during the first three years of high school courses. It is the method of those who write literature rather than of rhetoricians who have a fondness for cataloging figures of speech as tho they were modern diseases.

The authors do not claim that this method is new, for it has been used in architecture, painting, and the other arts for centuries. A literary model selected from some great English author is analyzed into its literary elements or constructive units, and the pupil's own composition is based on the analysis. In this way the pupil's own theme becomes the starting point for the instruction he receives.

The book presents little theory and calls for continued practice. It correlates literature, rhetoric, and composition in a way that will command the enthusiasm of every progressive English teacher. The old formal spirit which has pervaded high school rhetorics for generations is altogether wanting, and in its place is a simple, natural spontaneity and freedom which is as pleasant as it is unusual.

Typographically the book is excellent, and it is made more attractive by eighteen full-page reproductions of masterpieces printed in colors. These illustrations serve as subjects for themes of description, etc.

The Teacher's Manual which accompanies the book is practical and tells the teacher just what she wants to know about the use of the method and the material in the book.

(Rand, McNally & Company, Chicago, New York, London. Price \$1.00.)

Another Old House Gone.

The house of Bangs & Company, which has been identified with some of the greatest book sales in this country, famous for the gatherings of book lovers, men of letters, and men of millions, is a thing of the past. Fletcher H. Bangs, the principal member of the firm, owing to continued ill-health, has been forced to retire from business, and has sold the interests of the firm to John Andersen, Jr.

The house of Bangs & Company was started in 1829 by Lemuel Bangs. He was junior member of the firm of McElrath & Bangs, publishers and booksellers at 85 Chatham square. Later the business was conducted at 196 Broadway, under the name of Bangs, Richards & Platt. Subsequently it was removed to 204 Broadway. In 1849 the firm became Bangs, Platt & Company. The name was changed again in 1852 to Bangs, Brother & Company, the place of business being at 13 Park Row. The next change was in 1858, when the firm was re-organized under the title of Bangs (E. K.), Merwin & Company. In 1876 the name was once more changed to Bangs (F. H.) & Company. The business was moved to Broadway and Fourth street. Three years later it was moved to 736 Broadway. In 1896 Bangs & Company moved to Fifth avenue and Seventeenth street. Fletcher H. Bangs, the principal member of the retiring firm, became connected with it in December, 1876. Mr. Merwin, the auctioneer, is the son of the member of the old firm in which his father's name was included.

Among the great book collections disposed of in the auction-rooms by this firm were those of John Allan in 1864, the first important book sale in this country; John A. Rice, in 1870, the finest library in the West; Thomas W. Field, in 1875; Hamilton Cole, in 1890; Dr. George H. Moore, in 1894; Henry W. Sewall, in 1896; Henry T. Cox, 1899; William Harris Arnold, in 1901; and Marshall C. Lefferts, in 1902.

The Oxford Press.

The famous Oxford Press can produce a list of all its productions for over 315 years. The permanent press was established in 1585, but there had been brief activity of unofficial presses at Oxford between 1468 and 1486 and again in 1517-19. The permanent press was from the first official.



Horace Mann School, Winnetka, Ill., fitted with Cabot Deafening Quilt.

It was brought about by no special cause, but rather in consequence of the increased social status of the university due to Elizabeth's policy. Up to 1669 the printing was all done in private houses, but in that and the twenty following years it was carried on in the Sheldonian theater. From 1712 to 1830 the business was done at the Clarendon building. The Clarendon Press as it now exists was opened in 1830.

The following is a rough estimate of the output of the press during the successive half centuries of its existence:

1585-1600	-	-	-	-	-	-	-	-	125
1601-1650	-	-	-	-	-	-	-	-	1,170
1651-1700	-	-	-	-	-	-	-	-	1,520
1701-1750	-	-	-	-	-	-	-	-	1,000
1751-1800	-	-	-	-	-	-	-	-	1,100
1801-1850	-	-	-	-	-	-	-	-	3,200
1851-1900	-	-	-	-	-	-	-	-	8,000

The total output may thus be put approximately as 16,000 volumes.

These figures do not take into consideration the Bible side of the press at all, and if the Bibles and prayer books and other books issued from this branch at Oxford were added, this total would be increased enormously. The sale of Oxford Bibles alone has averaged a million copies yearly of late, while the annual sale of Oxford prayer books considerably exceeds a million.

Our Thanks.

We receive copies of marked papers from many sources. We do not always know what friend sent them, but we are able to surmise pretty closely, for not everyone engaged in school work gets out of the rut enough to think that others may be interested in the erection of a school building or a like incident. We thank all who have sent us papers. At the same time we ask every reader to send us marked papers containing notices of appointments, deaths, addresses of educators or any important action of school boards. Possibly the reader has never done this. Begin to-day and keep it up.

Expert Testimony.

Coffee Tried and Found Guilty.

No one who has studied its effects on the human body can deny that coffee is a strong drug and liable to cause all kinds of ills, while Postum is a food drink and a powerful builder that will correct the ills caused by coffee when used steadily in place of coffee.

An expert, who has studied the subject, says: "I have studied the value of foods and the manufacture of food products from personal investigation and wish to bear testimony to the wonderful qualities of Postum Cereal Coffee. I was an excessive coffee drinker, although I knew it to be a slow poison. First, it affected my nerves and then my heart, but when I once tried Postum, I found it easy to give up the coffee, confirmed coffee fiend though I was."

"Postum satisfied my craving for coffee, and, since drinking Postum steadily in place of the coffee, all my troubles have disappeared and I am again healthy and strong."

"I know that even where coffee is not taken to excess it has bad effects on the constitution in some form or other, and I am convinced, by my investigation, that the only thing to do, if health and happiness are of any value to one, is to quit coffee and drink Postum." Name given by Postum Company, Battle Creek, Mich.

Books Under Way.

Silver, Burdett & Company.

"Rational Method in Spelling," by Edward G. Ward, late superintendent of schools, Brooklyn, N. Y. First Book.
"National Method in Reading," by Edward G. Ward. Fifth Reader.

"How the Pople Rule," by Charles DeForest Hoxie.
"Porto Rico: the Land of the Rich Port," by Joseph B. Seabury. Book XII. World and Its People Series.

"Modern Music Series," by Eleanor Smith. Alternate Third Book of Vocal Music.

Doubleday, Page & Company.

"A Few Remarks," by Simeon Ford.

University Publishing Company.

Gildersleeve-Lodge Latin Series—

"Cæsar's Gallic War," by Harry F. Towle and Paul R. Jenks, instructors in the Boys' High school, Brooklyn.

"Juvenal," by Harry L. Wilson, associate professor in Johns Hopkins university, Baltimore.

"Writing Latin," Book Two, by John Edmund Barss, of the Hotchkiss school, Lakeville, Conn.

Pathways in Nature and Literature.

"A First Reader," by Sarah Row Christy, edited by Dr. Edward R. Shaw.

D. C. Heath & Company.

"Heath's Primer." 128 pages. Illustrated in colors.

"Heath's First Reader." 130 pages. Illustrated in colors.

"Heath's Second Reader." 176 pages. Illustrated.

"Heath's Third Reader." 256 pages. Illustrated.

"Newell's Descriptive Chemistry." About 350 pages. Illustrated.

"Colton's Descriptive Zoology," 376 pages. Illustrated.

"Colton's Practical Zoology," revised and enlarged. 240 pages.

"Gide's Political Economy." Newly translated from the latest French edition and adapted to the use of American students. 600 pages.

"Howe's Primer of English Literature. 300 pages.

"About's La Mère de la Marquise." With notes and vocabulary. Edited by Murray P. Brush. 173 Pages.

"Erckmann-Chatrian's Le Juif Polonais (Manley). With notes and vocabulary. 121 pages.

"Ludwig's Zwischen Himmel und Erde (Meyer). With notes. 263 pages.

"Nuñez de Arce's El Haz de Leña (Schwill). With notes. 184 pages.

School Law Amendments.

The North Carolina legislature made a number of amendments to the school law of the state at its recent session. The power of the state superintendent was somewhat increased by the following amendment: "The county board of education and all other school officers in the several counties shall obey the instructions of the state superintendent and accept his constructions of the school law."

The county board of education came in for further regulation as follows: "The county board of education shall not be authorized to invest any money in any new school-house that is not built in accordance with plans approved by the state superintendent of public instruction."

Two hundred dollars is appropriated for teachers' institutes, which the teachers must attend for at least two weeks, if the institute continues so long. However, "a properly signed certificate of attendance for two weeks or more in the same year from any summer school of good standing in the state may be accepted by the county superintendent as a substitute for attendance of any teacher in his county on the teachers' institute and school for that county; and no teacher shall be required to attend such county teachers' institute and school two consecutive years successively."

Another amendment reads: "The county superintendent, unless providentially hindered, shall attend continuously during its session the annual meeting of the state association of county superintendents, and the county board of education shall pay his traveling expenses."

In regard to the segregation of the white and colored children, the new provision is: "All white children shall be taught in the public schools provided for the white race, and all colored children shall be taught in the public schools provided for the colored race; but no child with negro blood in his veins, however remote the strain, shall attend a school for the white race; and no such child shall be considered a white child."

New Books for Schools and Libraries.

This list includes books received since April 15, 1903.

TITLE	AUTHOR	PRICE	PUBLISHER
LANGUAGES			
Beginning German	H. C. Bierwirth	.80	Henry Holt & Co.
Composition and Rhetoric	Rose M. Kavana and Arthur Beatty		Rand, McNally & Co.
A Short Grammar of Classical Greek	Dr. A. Kaegi	1.25	B. Herder
Greek Exercise, Book I.		.80	" "
SCIENCE AND MATHEMATICS			
True Bird Stories	Olive T. Miller	1.00	Houghton, Mifflin & Co.
Graded Lessons in Hygiene	Wm. O. Krohn	.60	D. Appleton & Co.
First Days in Number	Della Van Amburgh	.36	Silver, Burdett & Co.
HISTORY AND LITERATURE			
Hero Stories from American History	Albert F. Blaisdell and Francis K. Ball		Ginn & Co.
A General History of Commerce	W. C. Webster	1.40	" "
Child Literature	Mae H. Simms		American Book Co.
MISCELLANY			
The Care of the Baby	J. P. C. Griffith	1.50	W. B. Saunders & Co.
Practical Points in Nursing	Emily A. M. Stoney	1.75	" "
Trust Finance	E. S. Meade	1.25	D. Appleton & Co.
Musical Education	Albert Lavignac	2.00	" "
Summer Songs in Idleness	Katherine H. McDonald Jackson		Richard A. Badger
Among Green Trees	Julia Ellen Rogers	3.00	A. W. Mumford & Co.
Of Education	Richard Rogers Bowker	.75	Houghton, Mifflin & Co.
Americans in Process	Robert A. Woods	1.50	" "
Wisdom and Will in Education	Charles W. Super		Myers, Fishel & Co.
The Spanish in the Southwest	Rosa V. Winterburn		American Book Co.
Boys' Self-Governing Clubs	Winifred Buck	1.00	Macmillan Co.
A Fight for the City	Alfred Hodder	1.50	" "
The King of the Golden River	Katharine Lee Bates		Rand, McNally & Co.
Modern School Buildings	Felix Clay	10.00	Charles Scribner's Sons
How to Bring up Your Children	John Locke	.50	A. Wessels Co.
The Body Beautiful	Nannette M. Pratt		Baker & Taylor Co.
Present Day Evangelism	J. Wilbur Chapman		" "
The Tragedy of the Korosko	A. Conan Doyle	.50	J. B. Lippincott Co.
The Murder of Delicia	Marie Corelli	.50	" "
Wood Folk at School	William J. Long		Ginn & Co.
How to Make School Gardens	H. D. Hemenway	1.00	Doubleday, Page & Co.
The Captain	Churchill Williams		Lothrop Pub. Co.
The Child Housekeeper	Elizabeth Colson and Anna G. Chittenden	1.50	A. S. Barnes & Co.

MANUAL TRAINING TOOLS and BENCHES

OUR FACILITIES for supplying tools and benches for Manual Training work are unsurpassed. Since 1848 we have been selling to mechanics and general consumers all over this country and Canada "Tools for all Trades." For nearly 20 years past we have been making a special effort to supply the school demands.

Our Standard school bench has been adopted by hundreds of well-known schools.

Our whittling tray (or desk cover, as sometimes called) was designed by an expert Manual Training authority, and has met with flattering success.

Our several styles of Sloyd knives (particularly our No. 7 and new No. 8), are the results of careful study and experimenting.

We respectfully solicit opportunity to figure with intending purchasers.

HAMMACHER, SCHLEMMER & CO., - - - - - New York. SINCE 1848

Summer Gatherings of Teachers.

Coming Meetings.

- June 9.—North Carolina State Teachers' Association, at Wrightsville.
- June 13.—Chicago (Ill.) Teachers' Federation. Louie L. Kilbourn, president; Josephine Nichols, corresponding secretary.
- June 16-18.—Alabama Educational Association, at Birmingham.
- June 23-25.—West Virginia State Teachers' Association, White Sulphur Springs.
- June 29-30.—University Convocation, at Albany, N. Y. James Russell Parsons, Jr., secretary.
- June 30-July 2.—Pennsylvania State Educational Association, at Wilkesbarre. Supt. Addison L. Jones, West Chester, president.
- June 30-July 3.—Music Teachers' National Association, at Asheville, N. C.
- July 1-3.—New York State Teachers' Association, at Cliff Haven, Lake Champlain.
- July 6-10.—N. E. A. at Boston, Mass. Pres. Charles W. Eliot, Harvard university, president; Irwin Shepard, Winona, Minn., secretary.

Summer Schools.

- July 14.-Aug. 11.—Marthas Vineyard Summer institute. Address, Dr. William A. Mowry, Hyde Park, Mass.
- At Cottage City, Marthas Vineyard, Mass.
- July 8-Aug. 15.—New York university, at New York. Address the secretary of the summer session, University Heights, New York City.
- July 6-Aug. 14.—Harvard Summer School at Cambridge, Mass. Address, J. L. Love, 16 University Hall, Cambridge.
- July 8-Aug. 19.—Columbia university at New York. Address the secretary of the university, Morningside Heights, New York City.
- June 8-July 31.—Lenoir academy, at Lenoir, Caldwell county, N. C.
- June 11-July 24.—University of Texas, at Austin. Secretary, John A. Lomax.
- June 15-July 24.—University of Nebraska at Lincoln. Address the Registrar.
- June 15.-Aug. 15.—Drake university at Des Moines, Iowa. Address, Prof. Charles O. Denny.
- June 17.-Sept. 4.—School of Education of the University Chicago. Address the dean, Wilbur S. Jackman.
- June 22-July 3.—Trans-Mississippi School of Superintendence, at Omaha. Carroll G. Pearse.
- June 22.-Aug. 1.—Ohio University at Athens, Ohio. Address, Eli Dunkle, Athens, Ohio.
- June 23-Aug. 7.—Mount Union college, Alliance, O. Secretary, William Soule.
- June 23-Aug. 1.—Summer School of the South, Knoxville, Tenn. Address, P. P. Claxton, University of Tennessee, Knoxville.
- June 23-Aug. 4.—Fifteenth Session of the Virginia Summer School of Methods at the University of Virginia, Address, Supt. E. C. Glass, Lynchburg, Va.
- June 25-Aug. 5.—University of California at Berkeley, Cal. Address, the registrar.
- June 29-July 26.—Chicago Normal school. Address, Prin. Arnold Tompkins.
- June 29-Sept. 4.—Ott Schools of Expression at Chicago.

Address, Edward Amherst Ott, 725 Fine Arts Building, Chicago.

- July 1-Aug. 14.—University of Michigan at Ann Arbor.
- July 6.—July 18.—National Summer School at San Francisco. Address, S. C. Smith, 321-325 Sansome street, San Francisco, Cal.
- July 6-Aug 15.—Cornell university, at Ithaca. Address the registrar of Cornell university at Ithaca, N. Y.
- July 6-Aug. 15.—Syracuse university, at Syracuse. Address secretary of the summer school.
- July 6.-Aug. 29.—Kindergarten Training School at Grand Rapids, Mich. Address the secretary, Clara Wheeler, 23 Fountain street, Grand Rapids, Mich.
- July 7-23.—Summer School of Theology of Harvard university, at Cambridge. Address, Rev. Robert S. Morison, Divinity Library, Cambridge, Mass.
- July 13-25.—The New School of Methods in Public School Music at Boston. Address, American Book Company, Music Department, 100 Washington square, New York city.
- July 14-Aug. 20.—Summer Classes for the Study of English at Fort Edward Collegiate institute, Fort Edward, N. Y. Address, Mrs. H. A. Davidson, 1 Sprague place, Albany, N. Y.
- July 21-Aug. 7.—Summer School of Science for Atlantic Provinces of Canada at Chatham, New Brunswick. Address, J. D. Seaman, Charlottetown, Prince Edward's Island.
- July 27.-Aug. 8.—New School of Methods in Public School Music at Chicago. Address, Mary Reid Pierce, 512-531 Wabash avenue, Chicago.
- Aug. 3-15.—Summer school, University of Jena, pedagogy, natural science, philosophy, history, and art. Also German language courses for foreigners.
- July 1-Aug. 1.—North Carolina College of Agriculture and Mechanic Arts at Raleigh. Address Charles Jackson Parker.
- June 22-July 31.—Summer school at Dover, Craven county, N. C. Address W. C. Allen, Waynesville, N. C.
- June 22-July 31.—Summer school at Chapel Hill, Orange county, N. C. Address W. C. Allen, Waynesville, N. C.
- June 22-July 31.—Summer school at Waynesville, Haywood county, N. C. Address W. C. Allen, Waynesville, N. C.
- July 13-31.—Thousand Island Park Summer school. Address Charles A. Sharer, Watertown, N. Y.
- June 8-July 3.—Southern Louisiana Chautauqua and Summer Normal Association at New Iberia, H. D. Wilcox, secretary.
- July 13-Aug. 21.—Portland, Maine, Summer school.
- June 15-July 25.—Lincoln institute, at Jefferson City, Mo. Address Pres. B. F. Allen.
- June 22-July 31.—University of Minnesota at Minneapolis. Address the registrar of the university.
- July 1-Aug. 8.—University of Georgia at Athens, Ga. Address Supt. Frank M. Harper, Athens, Ga.
- June 18-July 30.—Corpus Christi Summer normal at Corpus Christi, Texas.
- June 9-Aug. 18.—Fremont college, at Fremont, Nebraska. Address the president.
- July 1-31.—Summer School for Teachers at Raleigh, N. C. Address Charles J. Parker.
- June 15-July 17.—Montana State Normal college at Dillon. Address Pres. H. H. Swain.
- June 29-Sept. 18.—San Jose, Cal., State Normal school. Address the president.
- July 6-Aug. 14.—Michigan State Normal school at Ypsilanti.

The Busy World.

The convention of the New York State Teachers' Association will be held this year at Cliff Haven, near Plattsburg, on beautiful Lake Champlain. Fuller announcements next week.

Prof. Harvey T. Woodman, the famous authority on natural history, died recently. For more than forty years he was engaged in the collection of shells, corals, and fossils. He helped to build the museums of several universities. He was one of the experts of the Smithsonian institution. He studied the coral reefs of Florida for the government during thirteen years, and he spent several years in investigating the Gulf Stream and currents at Dry Tortugas.

He was a vice-president of the Society of Science and Arts and founded the Iowa Institute of Science and Art. In 1869 the people of Iowa gave him a solid silver service in recognition of his devotion to science.

The editor regrets that by reason of information considered reliable and accurate, a note was inserted in the issue of May 30 under the head of a "Discovery in Light," which misquotes Dr. Goodspeed, the distinguished professor of physics in the University of Pennsylvania. A corrected statement will be found in this department next week.

New York Central Anniversary.

May 17 marked the fiftieth anniversary of the incorporation of the New York Central railroad. This is an interesting incident in the history of the state of New York, for the consolidation of the ten separate small roads that formed a continuous route from Albany on the east to Buffalo on the west, was the beginning that made possible the industrial and commercial development in the surrounding country.

The New York Central Railroad Company is the consolidation of the short lines known fifty years ago as the

Albany and Schenectady, the Schenectady and Troy, the Utica and Schenectady, the Mohawk Valley, the Syracuse and Utica, the Syracuse and Utica Direct, the Rochester and Syracuse, the Buffalo and Rochester, the Rochester, Lockport and Niagara Falls, and the Buffalo and Lockport railways.

Articles of agreement were filed May 17, 1853, the first board of directors was elected July 6, and the whole line was delivered to the new company August 1, insuring better service, more complete connections between all points, and a more general stimulus to development than was possible under separate corporations. This opened the way for the consolidation of the New York Central Company with the Hudson River railroad in 1869, which created a direct line from the ocean to the Great Lakes.

Of these lines the Albany and Schenectady, which was chartered in 1826 as the Mohawk and Hudson, was opened September 12, 1831, and was the first railroad built in the state of New York. Railroad consolidation is not, then, the result of present-day economics and tendencies. From the historical point of view there is no more interesting study than is found in those early efforts at transportation, which underlie the industrial progress of the United States.

Demonstration in London.

A crowd of from three to five hundred thousand laboring men and Nonconformists made an unparalleled demonstration in London on May 23 against the government's London education bill. Tremendous cheering greeted one of the speakers who said: "If they destroy the London school board, we will destroy the government." Another speaker declared, we shall oppose the bill even to imprisonment.

Amid the greatest enthusiasm a resolution was passed condemning the bill because "it destroys the school board, excludes women from control, and imposes religious tests upon teachers."

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Some Facts About Gasoline.

In the last two or three years the use of gasoline and kindred substances has become so universal that proper understanding of their qualities is a general necessity. In the first place the alleged explosions which occur do not really take place, and, as a matter of fact, much of the danger following ignition of gasoline is imaginary. The following facts are given, not only because they are of value in the daily life of the times, but also that they may be of service to the experimenter in a laboratory.

Gasoline itself is a chemical compound of hydrogen and carbon. It will unite with oxygen to form water and carbon monoxide, the process being known as combustion. In order to start combustion the temperature of the fuel must be raised to the temperature of ignition, when combustion will take place at the surface in contact with the oxygen. The heat of combustion of one proportion of the liquid raises an adjoining portion to the ignition temperature, and so the combustion continues. The rapidity of this process depends upon the extent of the surface exposed to the air and also upon the rapidity with which the products of combustion pass away and give room for fresh air.

When both the air and the fuel are thoroly mixed, the combustion is so rapid as to become explosive, as in the

gas engine. An excess of either air or gasoline in a confined space dampens the explosion, and when the proportion passes a certain point an explosion will not take place. It is seen, therefore, that both air and heat are necessary to produce an explosion, and that, unless air be present, gasoline will neither burn nor explode. Again, the liquid will not explode even in the presence of air unless the air and the gasoline are mixed.

So much for the theory. Let us see how it works practically. If a match is held to the opening of a can nearly full of gasoline, no explosion will follow, since the comparatively rapid evaporation of the fuel will drive all air from the top of the can above the liquid, and this space will contain only gasoline vapor unmixed with air. The vapor will burn exactly like a gas jet and can be instantly extinguished by the hand.

Another experiment is to pour gasoline on the top of a can, ignite it and then pour the gasoline directly thru the flame into the other can. There is not the slightest danger in doing this. If the mouth of the first can be open, there is ample exit for the products of combustion. The stream of gasoline will ignite, but it will be extinguished as soon as it passes into the lower can where it is out of contact with the air. This experiment is a good proof that the explosion of gasoline stoves, for instance, are not real explosions but simply fires.

Another interesting point is that gasoline cannot be ignited unless a flame is present. A mere spark has absolutely no effect.

Following out our conclusions, the most effective way to extinguish a gasoline fire is with a substance that will shut off the air. Water spreads the flame, as the gasoline will float on its surface. Flour or sand will absorb the liquid and prevent it from spreading. Aqua ammonia is also a good extinguisher, altho a rapid exit after its application is advised on account of the fumes.

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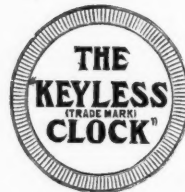
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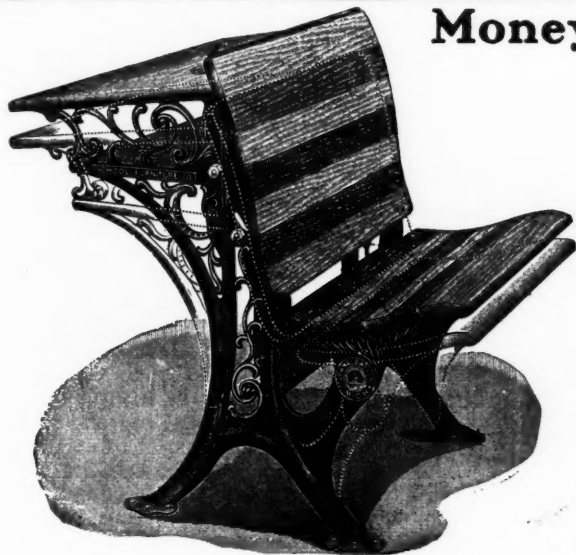
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Teachers' Associations.

Ho for Asheville!

The Southern Educational Association is to hold a convention at Asheville, N. C., from June 30 to July 3. Some of the leading educational and social questions of the times are to be discussed by eminent leaders. The railroads offer the additional attraction of one fare for the round trip plus \$2.25 for membership fee. Parties so desiring can go directly from the convention to that of the N. E. A. at Boston. Reduced rates have been secured for members of the association; also in all the hotels and boarding houses at Asheville. The town is a pleasant summer resort, 2,389 feet above the sea, and has many local attractions. Independent of the instruction afforded, the trip to this famous mountain resort will be a wholesome and delightful recreation.

Model Parents' Association.

The Parents' Association of Cadwalader school, Trenton, N. J., furnishes an excellent example and model for parents' associations in other schools. Some years ago, Miss Anna M. Fell, the principal of the school, suggested the idea of an association to the fathers and mothers of her pupils. They took up the idea with enthusiasm and they have proved exceedingly helpful in a variety of ways.

The material results are striking. The class-rooms have been beautified with gifts of pictures, statuary, plants, books and other appropriate objects, and an agitation for a much needed addition to the building is now being fostered with success. Various entertainments have been held and a piano and a library show the result.

But more important than these results, has been the moral support given to the school, the establishment of a splendid spirit of loyalty and the cultivation of cordial relations between the teachers

and pupils. The progress of educational work has thus been made easier and friction between the school authorities and the children supported by their parents, has disappeared. The development of a correct attitude has been promoted by addresses from various prominent men.

In connection with the association there is a Mothers' Club, which meets from time to time with the teachers for the discussion of questions affecting sanitation, clothing of children and similar topics.

A Good Program Certain.

Pres. H. M. Rowe, of the Eastern Commercial Teachers' Association, has issued the following letter to members of the association:

"While the proceedings of the Brooklyn meeting are yet fresh in mind, it is my earnest request that every member of the association will submit to me as soon as possible such questions pertaining to commercial education as they would like to have discussed at the next meeting, and suggest the names of those whom they would like to have discuss them. We want to put those questions on the program that members are interested in.

"High school commercial teachers will please remember that next year they will be given the opportunity to discuss questions of special interest to them in a separate section."

Dr. Rowe's address is 9 West German street, Baltimore.

Philadelphia in the Background.

The teachers and others interested in public education in Philadelphia have taken up seriously the question of increase in the pay of public school teachers. Acting-President Merchant, of the board of education, calls attention to the fact that teachers' salaries in Philadel-

phia are so unequal as to be unjust. The great body of teachers receive salaries varying from \$470 to \$670 a year. Teachers of five years' experience in the grammar grades average, for the year thru, less than thirteen dollars a week, while grammar school teachers of less experience, and the primary and kindergarten teachers receive still less, some of them much less. A kindergarten teacher is paid \$350 a year, or \$6.72 per week.

New York expends \$5.51 per capita on its schools, while Philadelphia expends only \$2.53 for each inhabitant. Boston spends nearly as much as New York, and every other Northern city pays more liberally than Philadelphia for the support of public education. Philadelphia is the third city in the United States in population, but it is the thirty-fourth city in the amount contributed per capita of population to the cause of education.

Mathematics Teachers Combine.

A number of professors and secondary school teachers of mathematics met recently at Columbia university and began a movement for organizing an association of the mathematical teachers of the Middle States and Maryland. A general meeting is to be held in New York city during Thanksgiving week. The main purpose of the association will be the improvement of mathematical teaching. Every person interested in the teaching of mathematics will be eligible for membership.

In addressing the meeting Prof. Thomas S. Fiske, of Columbia, said that the aims of the association ought to be: To elevate the profession of teachers of mathematics; to provide syllabi and text-books; to strive for the modification of those features of the prevailing examination system which present the subjects piecemeal or branch by branch; to set an example to fellow teachers and to show what can be done under present conditions.

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HUDSON, N. Y.—I have just received a letter from Supt. Sagendorph offering me the position of science teacher in the high school, and have accepted it. I want to thank you for helping me to so good a position. *Florence M. Andrews, Holland Patent, N. Y., March 27, 1903.*

FULTONVILLE, N. Y.—I have been elected at Fultonville on your recommendation and must begin next Monday. Can you send a good man to take my place at Woodhull? *Prin. Olin C. Hotchkiss, March 24, 1903.*

Telegram.—Can you take principalship at Woodhull, Steuben County, if elected? Begin immediately. Wire answer. To *F. C. Wilcox, Berkshire, N. Y., March 24.*

Telegram.—Yes, will accept Woodhull. Can go at once. *F. C. Wilcox, March 24.*

F. C. Wilcox of Berkshire will accept if elected and can begin immediately. He is as good a man as your board could desire and I recommend him strongly. To *Prin. Hotchkiss, March 24.*

WOODHULL, N. Y.—Contracted at Woodhull last night. In less than a month after registering with you I have been elected to a good position solely through your efforts. Mrs. Wilcox expects to be employed in the same school next year as preceptress. I shall keep registered with you hereafter. *F. C. Wilcox, Berkshire, N. Y., March 28, 1903.*

NASHVILLE, MICH.—I have just signed a contract as superintendent of schools at Nashville, Mich., the position for which you recommended me. I will pay commission when I draw my first month's salary. *S. H. Bennett, Ann Arbor, Mich., May 4, 1903.*

CURWENSVILLE, PA.—The board of Education of Curwensville, Pa., have to-day informed me of my election to the principalship of schools in that city and I have accepted the position. Thank you very kindly for your assistance. *Prin. H. J. Barrett, Toronto, Ohio, May 9, 1903.*

GREENPORT, N. Y.—I have secured the position at Greenport and thank you for your prompt work in my behalf. *Mabel Gray, Liberty, N. Y., May 11, 1903.*

VALLEY FALLS, N. Y.—I have been elected as first primary teacher in Valley Falls and have accepted. Thanking you for your efforts in my behalf, *Edith J. Farley, Johnsons, N. Y., May 11, '03.*

TUXEDO PARK, N. Y.—I have accepted the position of teacher of second and third grades at Tuxedo Park and enclose money order for your commission. I have been very much pleased with your work and shall certainly recommend you to my friends. *Ethel L. Brown, Haines Falls, N. Y., May 11, 1903.*

MAYVILLE, N. Y.—At a meeting of the board last evening Miss Helen Englebreck was elected high school teacher and Miss Caroline Ridler teacher of the training class. Miss Englebreck has accepted by wire. I have not heard from Miss Ridler but assume that she will accept. I wish to thank you for your courtesy in assisting us to secure our teachers for the ensuing year. *Prin. D. B. Albert, May 13, 1903.*

FARMINGDALE, N. Y.—I have received a contract for the principalship at Farmingdale at a salary of \$750. It may interest you to know that I was chosen from twenty-five applicants. Accept my thanks for your services in getting the position. *E. G. Baker, Chichester, N. Y., May 13, 1903.*

WE have had an unprecedented demand for lady teachers this year and are running short of candidates. *We want one hundred first-class teachers at once for academic and grade work at salaries of \$400 to \$450.* We are getting positions for such teachers every day in the week except Sunday and we can undoubtedly find a position for you if you give us the opportunity.

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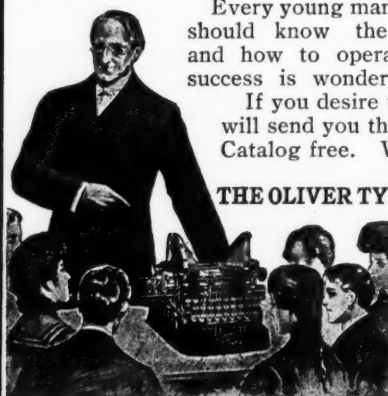
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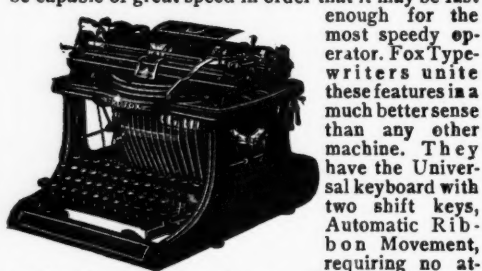
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Summer Session at San Jose.

The California State Normal school at San Jose will hold its first summer session this year, beginning June 29 and ending September 18. This summer quarter is exactly the same in character, method, and credit value as the other three terms of the year. It is designed primarily to meet the needs of teachers who desire to take a course during their vacation with the view of securing ultimately a normal diploma. It also affords normal graduates an opportunity to take advanced work along chosen lines.

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The School of Superintendence.

The School of Superintendence at Omaha, June 22-July 3, is expected to prove a notable event in the educational history of that region. The prospects for a large attendance seem excellent, many enrollments having been received from Nebraska, as well as from Missouri, Kansas, Iowa, Minnesota, Illinois, Colorado, and Montana.

In addition to the topics for discussion already announced, there will be a round-table conference conducted by State Superintendent Dayhoff, of Kansas, on "The Rural School-House and its Surroundings;" a lecture by Superintendent Buchanan, of Sedalia, Mo., on "Some Principles of Supervision;" two lectures by Superintendent Davidson, of Topeka, Kansas, on "Some Things a Superintendent May Do, Some Things he Should Do, and Some Things he Should Not Do;" and two lectures by Supt. R. E. Denfeld, of Duluth, Minn., on "What Suggestions Should a Superintendent Make," and "The Principals' Meeting and the Teachers' Meeting as Administrative Factors."

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Lincoln Institute Summer School.

The second annual session of the summer school at Lincoln Institute, Jefferson City, Mo., will begin June 15 and continue six weeks. For those who are teaching and who expect to teach it is a privilege to attend this school. The location is central and the foothills of the Ozarks are unsurpassed for healthfulness and comfort during the summer months.

The faculty will be composed in part of the regular teachers in the institute, and of teachers of large experience from other institutions. Work done at this session will be accepted by the faculty as credit for the requirements for graduation, and by county boards for work required to raise the grade of teachers' certificates.

Instruction will be given in the English branches, history, mathematics, the sciences and manual training. Aside from the regular work there will be a course of lectures on political science by Governor Dockery, and on pedagogy by State Superintendent Carrington.

New York Summer Institutes.

State superintendent Skinner has issued the following letter on the summer institutes for this year:

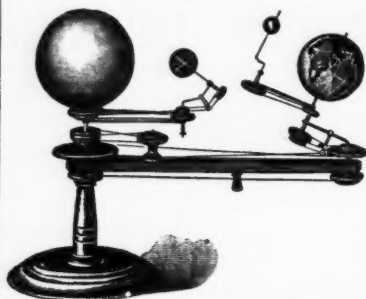
"I take pleasure in announcing two summer institutes to be held under the direction of this department, at Chautauqua, from July 6 to 24 inclusive, and at Thousand Island Park, from July 13 to 31 inclusive. Tuition at these institutes will be free to all residents of the state, including those from other states who intend to teach in this state during the school year, 1903-1904. The following conductors will have charge: Chautauqua, Phillip M. Hull; Thousand Island Park, Charles A. Shaver.

"Each of these institutes will comprise two departments of instruction, professional training and drill and review. The department of professional training will include courses in psychology and principles of education, child study, music, nature study, kindergarten methods, primary methods, grammar school methods, laboratory methods, physical training, history of education, school organization and management. The department of drill and review will afford opportunity for a review in all subjects except the languages, for those who are preparing to take either the state or the uniform examinations, as well as for such as are seeking better preparation for teaching certain subjects. The time being too limited for exhaustive review careful attention will be given to the salient points in each subject and the instruction will be such as best to illustrate methods of presenting it in school work.

"Teachers who have been in attendance at summer institutes, held during the past seven years, unite in commendation of the instruction given and in enthusiastic appreciation of benefits received. The aim of the department is to make those of the present year fully meet the wants of teachers, whose principal opportunity for study and improvement in their work must be found in the summer vacation. The location of the institutes offers a rare opportunity for combining study with recreation.

"Those intending to become members of either institute should carefully study its daily program and have the studies they intend to pursue chosen before they register. Experience has shown that few are able to pursue more than three subjects with results satisfactory either to themselves or the instructors. More than that number will not be allowed, except with the approval of the conductor in charge.

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Shelby O. W. W. SKILES, Pres. of Board of Education.

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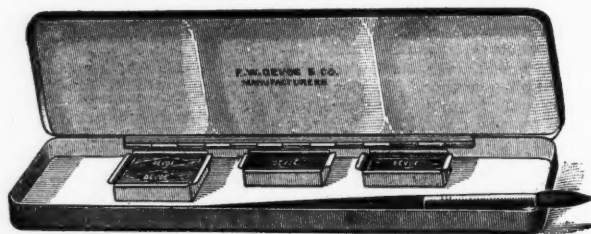
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Here and There.

The Chicago board of education is considering a plan to set aside one school for instruction in the trades. Among the subjects proposed for the course of study are engineering, carpentry, printing, carriage building, plumbing, sign painting, and watch making.

The Illinois legislature made for the University of Illinois the following appropriations: a general appropriation of \$882,400; for an agricultural college and experiment station, \$270,000; interest on endowment, \$64,725; laboratory of natural history, \$43,500.

A labor riot occurred in and around P. S. No. 1, Fort Lee, N. J., recently. A mob of strikers attacked a body of non-union men who were working near the school. The non-unioners fled to the school-yard and basement where the strikers pelted, shot at, and beat them. The strikers did not enter the school, but the pupils were thrown into a panic, and the teachers had a hard time quieting them. The school was dismissed for the rest of the day, as the principal feared a repetition of the violence.

An interesting series of "Parents' Meetings" has been held at Manitou Springs, Col., under the direction of Superintendent Treat. The general subject was the "Duties of Parents and Teachers with Reference to the Organs of Vision." The importance of good vision was emphasized; means of detecting poor sight, remedies for defective vision, and means of protecting the eyes, were the topics treated.

The city school building of Carlisle, Ky., was totally destroyed by fire May 23. The fire originated from the burning excrement in a vault. The school had just closed for the year the evening before. Prof. Wm. F. Ramey has been superintendent of the school for the past ten years. It is regarded as one of the best schools, and the building was one of the best-equipped in the state.

The managing committee of the American School in Rome has appointed Dr. Harry L. Wilson, associate professor of Latin in Johns Hopkins university, to be professor of Latin at the school for the year 1905-6. American scholars who have thus served the school are Professors Hale and Abbott, of Chicago university; Smith and Warren, of Harvard; Peck, of Yale, and Egbert, of Columbia. The school is maintained by the Archeological Institute of America, with the co-operation of several American universities.

Dr. Augustus Caille, of New York city, at a recent medical convention, advanced a plan to immunize young school children once or twice during the school year to lessen the sickness in the schools.

J. Pierpont Morgan has given \$10,000 to the Archeological Institute of America for the maintenance of the school at Rome. The new officers of the institute are: Thomas D. Seymour, president; Charles P. Bowditch, Edward Robinson, Daniel C. Gilman, W. J. McGee, and Benjamin I. Wheeler, vice-presidents.

According to an amendment to the school law passed by the recent North Carolina legislature, \$200 is appropriated for county institutes, instead of \$100 as heretofore.

The recent report of Dr. Harris, United States commissioner of education, shows that there are 75,475 men in colleges and universities as against 44,926 ten years ago, and 27,879 women students as against 10,761. The only decrease noted is in the schools of theology.

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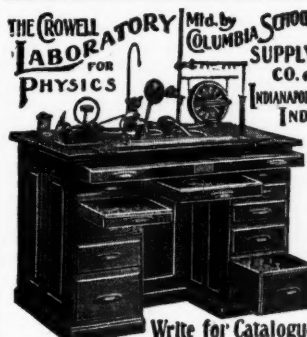
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The notes are not extensive and are placed at the bottom of the pages for convenient reference.

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John D. Rockefeller has offered to increase his recent gift to Indiana university from \$30,000 to \$50,000, on condition that the trustees raise another \$50,000. About \$35,000 has been already subscribed.

Prof. Florian Cajari, of Colorado college, has been selected to represent the United States upon the international committee on organization of the international Congress for the study of the historical sciences.

A new school of architecture with a four years' course has been established at the University of California. John Galen Howard, of New York, is at the head of the new department.

The schools of Salt Lake City, Utah, have been obliged to close for lack of funds. In order to keep some of the schools open the board of education has authorized teachers to enter into contracts with the parents to pay tuition for the rest of the year.

A regular professorship of railroading is announced for the technical high school at Berlin. Since 1901, a course of six lectures on railroads has been delivered at the school; but as this was not sufficient for the program of instruction agreed upon in conjunction with the management of the state railroads, more time is to be given to the subject.

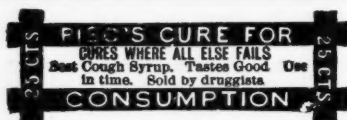
The Pennsylvania Railroad is to be congratulated on the fact that Mr. J. R. Wood is now the passenger traffic manager of the road. He has been promoted to this position from that of general passenger agent. Mr. Wood has succeeded in abolishing the commission system for ticket agents, after a single-handed struggle for several years. Mr. George W. Boyd has been promoted to the office of general passenger agent. Mr. Boyd is the originator of the company's personal tourist system and together with Mr. Wood has fought the ticket scalpers and eliminated them from the state of Pennsylvania. Mr. R. M. Pile, formerly chief clerk of the passenger department, has been made assistant general passenger agent.

The grand jury of Knox county, Kentucky, has begun an investigation into charges that schools have been sold by trustees to teachers. The present efforts are being directed towards summoning teachers who are wanted as witnesses and are reluctant to appear and testify.

Henry C. Cutler, of Massachusetts, has given \$20,000 to Cutler academy, Colorado Springs, as the nucleus of an endowment fund.

A general pilgrimage of students from all the universities of Germany will be made to the grave of Bismarck on June 21.

Miss Marie Bohm, a German scholar and writer, has given a series of lectures in German to the older classes in the high school at Montclair, N. J. Miss Bohm's services might be found useful in other schools. The subjects of the lectures have been both historical and biographical, and the talks have been given in a style suited to the capacities of high school students. The work proved highly beneficial to the students, both from the subject matter and the ear training in the understanding of German.



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Literary News Notes.

Prof. Josiah Royce's "Outlines of Psychology: An elementary Treatise with Some Practical Applications," will be published on the tenth of June by The Macmillan Company. In this volume the author is concerned solely with certain problems of the natural history of mind; metaphysical issues are not at all in question. The author's plan has led him to concern himself with elementary principles rather than with technical details, and to attempt practical applications of these principles rather than statements of the fascinating but complex special researches of recent laboratory psychology.

"Modern School Buildings," is the title of a new book by Felix Clay, imported by Charles Scribner's Sons, which treats of everything pertaining to the elementary and secondary school building. Altho written by an Englishman and designed primarily for English use, so thoroly has the work been done and so carefully has the latest scientific knowledge on all points of construction been gathered that the work must stand as a reference book on the subject in all countries where scientific school building is considered.

Mr. Clay, the author, is an architect, and his professional training has helped his book immensely. He has come to America and gone to Germany for the latest and best authority on most points. The result is that he has compiled a treatise which goes most thoroly into the planning, arrangement, and fitting of day and boarding schools, special attention being given to school discipline, organization, and educational requirements. Special treatment has been accorded such subjects as class-rooms, lighting, heating, ventilation, and sanitation. The volume is made more useful by the four hundred illustrations, comprising the plans of eighty-five schools.

The work includes a series of chapters on various school systems and a valuable bibliography on schools and their architecture. This is a much needed and valuable book in a field curiously deficient in good literature. (Charles Scribner's Sons, New York. Price, \$10.00.)

John Lane announces the following publications of the Vale Press. "Julia Donna," a play by Marshall Field; "The Sonnets of Shakespeare;" "Choix Sonnets de P. De Ronsard;" "Abrege de l'Art Poetique Francaise," by P. De Ronsard.

Houghton, Mifflin & Company have just published "The Physiological Aspects of the Liquor Problem," edited by Dr. J. S. Billings. This is a further contribution to the scientific study of this problem. The work presents the results of invaluable and painstaking scientific research. Professor Atwater writes on the food value of alcohol, Prof. R. H. Chittenden, of Yale, on the influence of alcohol on digestion, and Dr. John J. Abel on the toxic element in alcoholic beverages.

Among other writers on special topics, Dr. C. F. Hodge treats of the influence of alcohol on growth and development, Dr. Billings deals with the relation of drink habits to insanity, and Dr. A. C. Abbott writes of the influence of alcohol on resistance to infection.

Frank C. Bostock, the well-known animal trainer, has written a book on "The Training of Wild Animals," which The Century Company will soon publish. Mr. Bostock has had the assistance of Miss Ellen Velvin in the preparation of his manuscript; Miss Velvin having written several animal books, and being one of the few women who are fellows of the Royal Zoological Society.

The latest publication in the "University Studies" of the University of

Illinois is "The Artificial Method of Determining the Ease and the Rapidity of the Digestion of Meats," by Dr. Harry Sands Grindley and Timothy Mojonnier.

A new series of language books is being published by Houghton, Mifflin & Company under the title, "The Webster-Cooley Language Series." Language Lessons from Literature (Books I. and II.) bring out each rule for the use of English by the study of some piece of verse or prose in which it is exemplified, and teach the correct use of language by the frequent repetition of correct forms until the child has acquired the habit of using them without effort. The author of these books is Mrs. Alice Woodworth Cooley, assistant professor in the department of education in the University of North Dakota, and recently supervisor of the primary grades in the public schools of Minneapolis.

The series will be continued by the publication of "The Elements of English Grammar," and "The Elements of English Composition," by W. F. Webster, principal of the East High school, Minneapolis, and author of "English Composition and Literature."

A steadily increasing demand is made for Ralph Waldo Trine's books, of which 150,000 have been printed by Thomas Y. Crowell & Company. A new edition of 10,000 of "In Tune with the Infinite" is now on the press.

The graphic arts section of the St. Louis exposition, of which Colonel John A. Ockerson is chief, is designed to be the most complete exhibit of typography, photo-mechanical processes of book-making and paper-making which has ever been collected at any exposition. The exhibit will occupy a section of the Liberal Arts Palace, one of the largest of the buildings and one of the most striking architecturally.

Current Magazines.

The attention of the world has been drawn to Morocco recently by the revolution in that country. The sultan is an interesting personage, on account of his strange mixture of European ideas and Orientalism. A particularly timely article about this eccentric ruler, by Arthur Schneider, appears in the June Century under the title of "The Sultan of Morocco's Journey Toward Fez." There are illustrations by the author, both plain and colored. Some of the other notable articles are "The London Stock Exchange," by Henry Norman and G. C. Ashton Jonson, with pictures by Andre Castaigne; "The Salmon-Fisheries," by Ray Stannard Baker, with pictures by Ernest L. Blumenschein; "A Land of Deserted Cities" (northern central Syria), by Howard Crosby Butler, with pictures from photographs by the author, and "Modern Musical Celebrities," by Hermann Klein.

The special articles in the Outlook for May 23 are "The Personality of Emerson," by T. W. Higginson; "Some Phases of Immigrant Travel," by J. B. Connolly; "A Preacher's Story of His Work," by W. S. Rainsford, and "The Forest: The Habitants," by Stewaart Edward White. There is no finer current history magazine than the World's Work, as any one will acknowledge who sees it from month to month. The May number has an article on "The Louisiana Purchase," with numerous elegant illustrations and two maps.

The attention of the reader of Scribner's Magazine for June will be first attracted by the magnificently illustrated article on "A New Playground in the New World," by Edward Whymper. This new playground is the Canadian Rockies with their mountains, forests, valleys, great rivers, lakes, and glaciers. Brig.-Gen. William H. Carter writes about the "War Department," and Gen.

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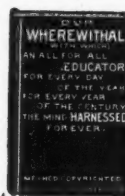
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John B. Gordon of "Antietam and Chancellorsville." John Fox, Jr.'s story of the Civil war, "The Little Shepherd of Kingdom Come," is continued.

For variety and quality of matter the June Harper's Magazine is fully equal to any of the previous numbers of this periodical. Verse, fiction, and miscellaneous articles, together with numerous plain and colored illustrations, make it an issue of superb excellence. Among the articles we will mention "The Patron of the Eighteenth Century," by Edmund Gosse, illustrated with reproductions of old portraits; "A Lochinvar of St. Cloud," by Robert Shackleton, with paintings by André Castaigne, reproduced in color; "Our Appalachian Americans," by Julian Ralph, with drawings by Lester Ralph; "Uncovering a Buried City," by Alexander MacAlister, with drawings by F. C. Clarke, from photographs.

The June Atlantic Monthly contains another installment of "His Daughter First," a novel by Arthur Sherburne Hardy. Among the other notable articles are: "The Negro in the Regular Army," by Oswald Garrison Villard; "The Cult of Napoleon," by Goldwin Smith; "Barataria, the Ruins of a Pirate Kingdom," by Leonidas Hubbard, Jr.; "Emerson as a Seer," by Charles W. Eliot. There are also several short stories and poems, and other attractive features.

Gerard Dou, a member of the Dutch school of painting, is the artist to whom the June number of *Masters in Art* is devoted. There several full-page reproductions of his masterpieces, besides a biography of the artist and descriptive matter.

Improved Indian Education.

The most recent step decided upon as a part of the general plan for civilizing the Indian wards of the government and making them independent is the gradual discontinuance of reservation boarding schools and the establishment of ordinary day schools where the Indian population is sufficiently large. These Indian day schools will differ from the ordinary school in a rural community in that at noon a substantial hot dinner will be served the pupils. This is regarded as a necessary feature to secure a proper attendance. It is hoped that in time the pupils will become sufficiently civilized not to require this bait as an inducement to attend school.

Commissioner Jones believes that it is better for the Indian boys and girls to live at home while their education is going on. He believes this keeps them in better health and spirits and prevents them from getting absurd ideas concerning society and the social system.

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C. A. Bryce, M. D., editor of the Southern Clinic, in writing of la grippe complaints, says: I have found much benefit from the use of Antikamnia tablets in the fever and muscular painfulness accompanying grip. A dozen five-grain tablets should always be kept about the house. Druggists speak well of them and so far as our experience goes, we can endorse the above.—Southwestern Medical Journal.

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